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ABSTRACT

This issue includes the following nine papers on the theme of collecting and utilizing information on vocational training in Europe: "Information on Vocational Training in the Federal Republic of Germany" (Hardenacke); "Devolved Decision Making in the U.K. Demands Wide Dissemination of Information" (Cowan, Brown); "Compiling Information on Vocational Training: A Trade Union Perspective" (Andre, Theunissen); "Networks of Specialists at the Heart of Information Policy" (Lenain, d'Iribarne); "Research Scientists and Information on Vocational Training in Europe" (d'Iribarne); "Decision-makers Information Needs in Vocational Training" (Benedek); "Client-oriented Information about Education and the Labour Market in Europe" (Frederix, Mensen); "A Statistical Information System for Vocational Training: Portugal" (Goncalves de Sousa Fialho); and "Information Policy and Needs--A Closed Circle or an Infinitely Long Line?" (Adams). Also included are the names/addresses and descriptions of the services provided by the following sources of information about vocational training at the European level (the European Centre for the Development of Vocational Training) and in Brussels, Denmark, Germany, Greece, Spain, France, Ireland, Italy, The Netherlands, Portugal, and the United Kingdom. (MN)

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Information on vocational training on a European level

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Contents

Page

Dear Readers 1

Information on Vocational Training in the Federal Republic of Germany
Alfred Hardenacke 3

Devolved decision making in the UK demands wide dissemination of information
Marj Cowan; Richard Brown 10

Compiling information on vocational training:
a trade union perspective
Maria Helena André; Anne Françoise Theunissen 13

Networks of specialists at the heart of information policy
Philippe Lenain; Alain d'Iribarne 15

Research scientists and information on vocational training in Europe
Alain d'Iribarne 18

Decision-makers Information Needs in Vocational Training
András Benedek 24

Client-orientated information about education and the labour market in Europe
L. L. M. Frederix; Theo Mensen 26

A statistical information system for vocational training: Portugal
José Antonio Gonçalves de Sousa Fialho 29

Information policy and needs
J. Michael Adams 33

Information sources

CEDEFOP: 40
B: FOREM/VDAB/CIDOC/ICODOC 47
DK: SEL (Statens Erhvervspædagogiske Læreruddannelse) 49
D: BIBB (Bundesinstitut für Berufsbildung 50
GR: OEEK 51
E: INEM (Instituto Nacional de Empleo) 54
F: Centre INFFO 56
IRL: FÁS (An Foras Áiseanna Saothair - The Training and Employment Authority) 57
I: ISFOL (Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori) 59
NL: CIBB (Centrum innovatie beroepsonderwijs bedrijfsleven) 62
P: SICT (Serviço de Informação Científica e Técnica) 64
UK: BACIE (British Association for Commercial and Industrial Education) 66

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Dear Readers,

The completion of the Single European Market of the European Communities is creating new information needs, in particular in the vocational training field, and is complicating the tasks of those who have to utilize the basic information which is available to produce "Community" information for various users.

Information can be successfully produced only when the needs for this information are known in some detail. This is the only way in which it is possible to determine what sources of information to select, how to cross-reference this information, in what forms it should be presented and how it should be disseminated. In the vocational training field users are very diverse and are proliferating and coalescing as training and work become ever more closely connected. They are often both users and producers of information.

Decision-makers in the area of training policy - and partners in the training system in general - need advance information on the quantity and quality of training needs over different timescales in order to make training systems more efficient. The decline of organizations based on Taylor's ideas has given rise to types of organization entailing occupational profiles which have yet to be fully codified. Forecasts which link training and employment in a mechanical and rigid way are obviously limited just as training needs cannot be deduced directly from employment forecasts. In this "post-Maastricht" period there is, however, a need for points of reference so that the quality of training can be improved and points of convergence reinforced in order to support common objectives.

Employers would like basic information allowing them to evaluate experience acquired from work and the actual end results of training systems in the various Member States, especially at a time when the free movement of workers is paving the way for much greater mobility. This system of references and related information has yet to be constructed.

Product and organizational changes are leading many employers to establish systems for the forward management of jobs and skills which require forward information, especially as investment in training is increasing and has to be optimized.

Individuals, on their side, face growing problems finding their way through the labyrinth of ever more complex training systems. They need information which makes the enormous supply of training more transparent both nationally and within the Community so that they can make the most opportunities. When entering into negotiations on their employment potential in the various labour markets of Europe, workers and their representatives must also be able to provide information on their professional and training expertise which is "intelligible" throughout Europe.

The emergence of new information needs in the field of vocational training is relatively recent. Not all Member States have seen vocational training as a priority. International markets and competition and the global economy have made it necessary to take increasing account of the quality of labour forces and have gradually changed the status and role of vocational training, taking it well beyond the old formula of "more training, less unemployment". Decisions on training have to be in keeping with these developments and must take account of the European context. Information on the operating methods and changing patterns of the various European training systems, shaped by the societies which generate them, therefore plays an important part in the formulation of training policies at national and EC level.

The attention being paid at present to vocational training is a serious challenge to the various authorities responsible for producing information in this field within the Community, as the production of reliable, consistent and comparable information raises a host of problems. One of the main problems is that it is often difficult nowadays to draw a clear dividing line between education and training, between initial and continuing training, between training places and workplaces, and between expertise acquired from work experience.

While, as mentioned above, the notion of need cannot be seen in isolation but has to be related to different users, what these users want, in overall terms, is simple, rapid and reliable information allowing them to tackle the problems which they face.

The complexity, lack of comparability and continuous change which are features of our societies make it necessary for information "producers" to work with increasingly large numbers of variables when they attempt to make sense of this complex situation, which may make some information difficult to use. Finding a balance between the "simple", often misleading, and the "complex", often indecipherable and unintelligible, is undoubtedly a key factor in reducing the gap between the output of information systems and the use of information. This gap may lead to delays in understanding situations and adjusting decision-making structures.

In general, decision-making structures centralize strategy, decentralize tactics and further decentralize day-to-day action. The way in which information is disseminated to the various levels of the decision-making structure must be designed to prevent tactical information from being converted into strategy and to prevent strategic information from being converted into tactics.

A basic problem in the production of quantitative information at European level is the extent to which basic concepts and definitions coincide and allow for the production of reliable and comparable data. Should we envisage the formulation of standard (and universal) frameworks for the collection of information in different countries? Should we, in contrast, work towards systems of correspondence between the various national frameworks? If so, are we able at present to build up elements of equivalence at national level which can be transferred to the European level? Given the multiplicity of information sources in Member States and the resultant dissipation of data (especially in countries in which information is highly regionalized), where should we collect information which is relevant and how can we define this relevance? How can we establish better links between these differ-

ent sources? What is the real meaning of subsidiarity in the area of information production?

In the area of "quality", an enormous volume of information is available from the vast numbers of studies and surveys conducted in the Member States. This information is often dispersed and is so substantial and complex that it is difficult to interpret. There almost seems to be a lack of information when users are unable to master this huge volume of information, especially when we know that in some cases the types of decision-makers for whom surveys are designed and the types of action to which they may lead have not been defined in advance.

Building up information at Community level consequently requires technically proficient authorities able to select information which is relevant, cross-reference qualitative and quantitative information from different sources and place this information in a Community context in order to meet the needs of different users. The comparability of the information available is an important question in this work as this information is by its nature specific and non-comparable. While the added value of Community information has to be seen in terms of comparisons of various trends in vocational training in various countries and the analysis of divergence and convergence, finding out about specific national features is a key factor in any comparison strategy.

Ernst Piehl
Director

Farewell Georges!

Georges Dupont, editor of the "Vocational Training" Journal since the beginning of 1986, will in future take a more distant view of our work as a retired colleague.

Georges left us at the end of April. His advice, his international experience and his contacts with prominent vocational training experts will be sadly missed. In a crisis Georges always found the enthusiasm and the energy to ensure production of the journal.

Although his many outside interests will leave him little time, we hope to see him now and again here in Berlin.

Goodbye, Georges. Our best wishes go with you.

Fernanda Oliveira-Reis
Bernd Möhlmann
Barbara de Souza

Information on Vocational Training in the Federal Republic of Germany

The German system of initial vocational training and continuing vocational training is distinguished by its decentralized organization, its proximity to the practice in enterprises and the cooperation between the Federal Government, the Länder and the social partners. This results in the vocational training on offer adapting relatively quickly to developments in the employment system and the labour market while taking into account the interests of all those concerned. A comprehensive base of information is one of the most important requirements for this. The range of information available in Germany includes fundamental information for vocational training policy and planning (particularly the annual vocational training report), extensive information and counselling services available to employees, trainees and enterprises, information on innovative developments and the findings of research on vocational training as well as information on vocational training throughout Europe. In Germany there is interest in an exchange of information and experience both between Member States and at Community level.

Alfred Hardenacke

Head of the "Vocational Training" Department of the Federal Ministry of Education and Science

In Germany, enterprises volunteer to provide initial vocational training within the dual system (vocational training alternating between an enterprise and a vocational school). While initial vocational training within the dual system is provided according to legally regulated national standards, continuing vocational training is organized by enterprises, the social partners, private training providers, institutions and trade associations, largely without state intervention, with free competition amongst training providers.

The initial and continuing vocational training on offer is decentrally organized on the whole and is largely regionally orientated. Decisions on the vocational training to be offered are taken decentrally. The considerable involvement of enterprises and the social partners in vocational training ensures it is closely aligned to the employment system. As a result, trends in the vocational training on offer dynamically follow regional developments in the structure of the economy, the labour market and qualification structures, which are reflected in the vocational training demands of enterprises, trainees and employees. A comprehensive infrastructure for information is vital if this system is to work. It must accommodate the peculiarities of the system and the information demands of training providers, applicants and others involved in vocational training.

A description of the basic structures of the German system of vocational training will follow to throw more light on this subject.

The Initial Vocational Training System

By far most young people in Germany undertake full-time vocational training within the dual system after completing their general education. Vocational training lasts three to three-and-a-half years, forms part of stage II secondary education within the German education system and qualifies trainees to work as fully qualified skilled workers[1].

Enterprises from all economic sectors provide training places within the dual system. They conclude a training contract with the trainee in accordance with Federal stipulations, bear the costs of on-the-job training and pay the trainee a training allowance[2]. Access to the dual system is open to all young people and does not depend on the applicant having gained any particular school certificate. Although enterprises are not obliged to offer training and are free to choose their own trainees, nearly 70% of the children born in any one year are trained within the dual system. At the end of 1991, around 1.7 million young people were undergoing vocational training within the dual system.

Trainees typically spend three days a week being trained in an enterprise and attend a vocational school two days a week (12 hours). Vocational schools continue general education and supplement the practice-based vocational training with specialized theory. Vocational school curricula are regulated by laws of the Länder and follow the guidelines of the skeleton curricula of the Conference of Ministers of Education and Cultural Affairs of the Länder. These skeleton curricula are coordinated with the Federal training regulations for on-the-job training within the dual system. In this way, on-the-job training and school-based instruction, which together make up full-time vocational training within the dual system, form an interdependent unit.

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The approximately 370 state-recognized training occupations of the dual system cover the full spectrum of skilled work in industry, commerce, the craft trades, the liberal professions, the civil service, agriculture and shipping. For this reason, within each occupational field, dual system training conveys general, interdisciplinary and specialized qualifications that are broadly applicable in the labour market and so enable a high degree of flexibility and mobility[3].

The contents of these qualifications for the enterprise-based part of training are set at a national level for each training occupation in the form of training regulations. This sets a uniform national minimum standard which must be met by every training enterprise, irrespective of what its current demands might be[4].

Training regulations are drawn up by the Federal Institute for Vocational Training which collaborates with experts of the social partners. The regulations are developed on the basis of occupational experience, the findings of labour market and occupational research, occupational and work education as well as pilot projects and experiments. They are agreed upon by the social partners at Federal level and enacted as legal regulations by the Federal government. If changes in the employment system require it, training regulations are revised in the same way, usually at the request of the social partners[5].

This process, particularly the involvement of the social partners, ensures that vocational training meets the current demands of the employment system. It also takes into account the interests that employees and enterprises have in a type of training which, by conveying both general and interdisciplinary key qualifications, also helps workers cope on a fairly long-term basis with changes in the structure of the economy, work organization and technological change, prepares them to engage in continuing vocational training and helps them to develop their personality.

Training may only take place in training enterprises in which the qualifications demanded by the training regulation can be conveyed by trainers who can provide proof of their suitability. Every training relationship must be registered with one of the public-law regional and sectoral self-governing institutions (chambers of industry and commerce, chambers of handicrafts, chambers of the liberal professions, etc.). These also assess the suitability of training enterprises and trainers, the comprehensiveness of training and its quality. Final examinations are governed by examination regulations which comply with the requirements of the training regulations. Trainees sit their examinations at one of these chambers ("bodies responsible for vocational training") of which there are about 400. The examinations are run by a tripartite examining board consisting of an employers' and an employees' representative and a vocational school teacher.

The Continuing Vocational Training System

A pluralistic continuing vocational training system geared to the principles of a market economy caters for the training needs of German workers once they have completed initial vocational training. The regulation of continuing training is characterized by decentralized responsibility, decision-making and financing structures. On the continuing training market we find the social partners with their training centres, enterprises, trade associations, private training centres and also publicly-funded continuing training establishments all competing as training providers on an equal basis. In-company continuing training has become the most important element in continuing vocational training in recent years. More than half of all continuing vocational training courses are provided and financed by employers[6].

Experience shows that this open and pluralistic continuing training market provides an ample supply of continuing training that reacts flexibly to developments in the working world and to the changing sectoral and regional continuing training needs of enterprises and employees. In 1991, 21% of all Germans aged between 19 and 64 - that is, approximately 9.8 million people - took part in continuing vocational training.

Individuals, enterprises, chambers, trade associations, the social partners and other continuing training providers are responsible for the organization and utilization of continuing vocational training. As a result, by far the most of the continuing training on offer is not regulated by state or other public laws. In this system, quality is assured not through state regulation, but through competition among the providers, who bear the financial risks of their schemes themselves, and through quality assurance instruments inherent in a market economy[7]. In the final analysis, when continuing training is regulated in this manner, the quality of a course and its attractiveness to potential participants is proven by its recognition and utilizability on the labour market.

Only the so-called further training occupations are subject to public regulation. Candidates enrolled in these courses acquire new and broader vocational qualifications which they can use for career advancement, the prerequisite being completed initial vocational training followed by (usually) a number of years' experience at the job (upgrading training). These further training courses and examinations are regulated by public statutes of the chambers of industry and commerce (see above), by Federal or Länder laws (e.g. further training to become a master craftsmen in the craft trades and industry, further training to become a technician and comparably demanding qualifications in occupations within the service industry)[8].

Training courses and examinations within the framework of a retraining or late training programme in state-recognized training occupations for adults are subject to the same legal regulations as training for young people within the dual system. In 1991, around 230 000 people sat recognized continuing training examinations (for further training occupations, retraining or late training in recognized training occupations). Mostly the candidates had completed lengthy training courses often lasting a number of years, running concurrently to their working life or they attended full-time courses run by various training providers or specialized institutes.

It is in keeping with the market economy and the principle of autonomous responsibility that the financing of continuing vocational training is largely based on the interests of enterprises and individuals. Continuing training courses which are primarily in the interests of the enterprises are

financed by them (e.g. updating training to adapt workers to changes in the organization of their work or to technological changes at the workplace). Continuing training which is mainly in the interests of the individual (e.g. continuing training undertaken for career advancement) is paid for by the individual.

The principle of continuing training organized along market economy lines, based on the demands of enterprises and employees and financed by them is supplemented by the principle of social responsibility for groups of people who would not be able to assert themselves on the continuing training market (e.g. the unemployed, those threatened with unemployment, women returning to work, the socially disadvantaged, etc.). Further training, retraining and job familiarization of these groups of people are sponsored by the Federal Labour Office as decreed in the Labour Promotion Law[9].

Beyond this, the state sponsors demanding continuing vocational training opportunities for particularly talented skilled workers. It provides continuing training grants within the framework of a "Federal Ministry of Education and Science Programme to promote talented persons who have completed vocational training under the dual system". The scholarship-holders in these programmes, selected by the chambers (see above) according to guidelines laid down by the Federal Ministry of Education and Science, are granted up to 3 000 Deutschmarks per year for up to four years to help them take part in advanced continuing vocational training[10].

Information on Vocational Training in Germany

So that the benefits of the highly-flexible German system of vocational training can be used to the full, the system needs to be made as transparent as possible through comprehensive and up-to-date information for training providers and those seeking training as well as for those responsible for developing qualifications.

If we look at the demand for general and specialized training, long-term occupational and employment prospects and the opportunities for trainees, employees and job-seekers to move flexibly both nationally and across Europe and if we bear in mind the emphasis that employers place on the vocational qualification of their employees so as to safeguard their competitiveness in regional and national markets, in the Single European Market and the world market, then the availability of this information forms the basis of:

- target- and quality-conscious and demand-orientated behaviour on the part of vocational training providers and those seeking vocational training;
- quantitative and qualitative development of vocational training opportunities by those concerned (those politically responsible and the social partners at national and regional level, enterprises, providers of continuing training, initial and continuing vocational training personnel, vocational training researchers, etc.);
- a German contribution towards exchanging information and experience, towards developing joint principles and objectives for vocational training policy in the Member States as well as towards developing vocational training in the least developed regions of the European Community.

At national and regional levels, the available information particularly includes:

- information on structures and the politico-regulatory and legal foundations of the German vocational training system (particularly for foreigners interested in this);
- information on the contents and quality of the initial and continuing vocational training on offer;
- information on structural, qualitative and quantitative developments in vocational training on offer and on the demand for vocational training;
- information on the participation in vocational training of the different target groups (school leavers sub-divided according to prior schooling, qualified and less qualified employees, employees from large enterprises and from small and middle-sized enterprises, disadvantaged young people, the unemployed, women returning to work, etc.) and on promotion of specific target groups;
- information for initial and continuing training personnel on specialized materials and methods used in work and occupational education to convey qualifications, while taking the educational backgrounds of the various target groups into account;
- information on current and anticipated developments in the labour market and the employment system (changes in the structure of the economy and in the organization of work, technological changes, etc. and their importance for the development of qualifications) as well as information on the current qualification structure of the workforce and the resultant consequences for the further development of qualifications and the provision of labour market-orientated initial and continuing vocational training;
- information on European Community vocational training projects, e.g. transnational vocational training exchange projects, support of vocational training schemes through the Structural Fund, the development of joint Community principles and objectives on vocational training policy and ways of realising these at the national level, etc.

The annual vocational training report of the Federal Ministry of Education and Science gives a comprehensive overview of the information currently available on the topics outlined above.

The Annual Vocational Training Report of the Federal Ministry of Education and Science

According to Section 3 of the Vocational Training Promotion Act, the Federal Minister of Education and Science is obliged to write a report on vocational training every year and present it to the Federal Government.

The vocational training report is comprised of two sections. In the first part (the so-called policy section), the Federal Government sums up the main political developments in the field of vocational training

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in the light of the guidelines of its vocational training policy.

The policy section of the 1993 vocational training report, for instance, dealt with vocational training throughout Europe (vocational training policy in the EC; mobility and freedom of movement in Europe; European sponsorship programmes; vocational training aid for Central and Eastern Europe), issues concerning the quality of vocational training in Germany (trends in the demand for training and developments in the demand for qualifications; concepts for policy objectives to develop the dual system and give equal value to general education and vocational training; the principles and objectives of continuing vocational training policy; the promotion of women in vocational training), as well as issues concerning the development of vocational training in the "new" Länder. The final chapter of the policy section always presents a summary of developments in quality and quantity with regard to supply and demand within the dual system of vocational training in the previous vocational training year. It predicts the development in the current and coming years and draws conclusions from this on what strategies are needed to secure a balance between supply and demand.

The second part of the vocational training report contains six chapters which give a comprehensive and differentiated description of all the facts and information on quality and numbers that are decisive for the development of vocational training. This section includes important findings of recent pilot studies and research into vocational training and the labour market[1].

The draft of the vocational training report, particularly the policy section, is discussed in detail by the board of the Federal Institute for Vocational Training. The board of the Federal Institute, which is legally obliged to advise the Federal government on all important aspects of vocational training, consists of an equal number of representatives from employers' organizations, the trade union federations, the Länder and the Federal government. The expert opinion of the social partners and the Länder are published as a part of the report, as is the resolution of the Federal government on the vocational training report, once it has been discussed in cabinet. Every year, when it receives the report, the German Bundestag (lower house of parliament) holds a comprehensive debate on vocational training policy in its committees and in the plenary assembly. At the end of the debate, the Bundestag makes an official statement in a resolution of the plenary assembly on the state of vocational training and the political guidelines of the Federal Government.

The annual vocational training report of the Federal Minister of Education and Science is therefore one of the major foundations for the formulation and planning of vocational training policy and for the practical work of those involved in vocational training in Germany (the Federal Government, Länder, social partners, enterprises, continuing training providers, initial and continuing vocational training personnel, etc.).

Readers of the report are informed about the vocational training policy of the Federal Government and the opinions of the social partners. They receive concise, comprehensive and up-to-date information on all the important aspects of the development of vocational training in Germany. Since the vocational training reports have been published annually since 1970, they provide a complete overview of the trends in vocational training in Germany over the last two decades.

Apart from the vocational training report, the "main source book" on vocational training, a wide range of information is available at national and regional levels in Germany on all areas and aspects of vocational training. It is not possible to outline in this report anywhere near all the information that is on offer. The following will therefore concentrate on giving an overview of the national information available and on examples that might be of interest to readers from other Member States[2].

Also omitted is a description of the wide range of information and vocational counselling services offered by the Federal Labour Office (Nuremberg) to young people and adults prior to their entering the workforce and during their working lives. This covers all aspects of choosing an occupation and career advancement. This information and counselling is available in all parts of Germany in 184 labour exchanges and 640 subsidiary offices. The vocational information centres of the labour exchanges have qualified vocational counsellors who provide information and give individual counselling. They are equipped with modern and traditional communication media to enable the individual to acquire information himself on all aspects of training and on the availability of initial and continuing vocational training (including particular aspects of vocational training and working in other parts of Europe). Information in all Community languages is available on this from the Federal Labour office.

General Information on the Structure and the Regulatory and Legal Foundations of the Initial and Continuing Vocational Training Systems

Information brochures are available from the Federal Ministry of Education and Science (Bonn), the Federal Institute for Vocational Training (Berlin), the Federal Labour Office (Nuremberg), the Conference of "Länder" Ministers of Education and Cultural Affairs (Bonn), the Education Planning and Research Promotion Commission of the Federal Government and the Länder, the Ministries of Education and Culture of the Länder, the employers' umbrella associations represented on the Committee of the German Economy on Vocational Training (Bonn), the German Trade Union Federation (Düsseldorf), the German Salaried Employee Union, the Carl Duisberg Gesellschaft in Cologne[3] and other sources. The publications of these organizations include a number of *presentations of the dual system of vocational training for interested persons from abroad*. A *video cassette with an accompanying booklet on the dual system in all EC languages* is available at the Federal Ministry of Education and Science.

In addition to the vocational training report, the Federal Ministry of Education and Science publishes *important statistical information on developments in vocational training* in its annual publication "Grund- und Strukturdaten" (Basic and

Structural Information). Series 2 (vocational schools) and 3 (vocational education, on-the-job training), which appear every year in the specialized series 11 "Bildung und Kultur" (Education and Culture) published by the Federal Statistics Office (Wiesbaden), are also a source of very differentiated statistical material.

The brochure "*Ausbildung und Beruf. Rechte und Pflichten während der Berufsausbildung*" (Vocational Training and Work: Rights and Obligations during Vocational Training) contains information on the *legal framework underlying vocational training*. It is published by the Federal Ministry of Education and Science and kept up-to-date.

Information on Selected Aspects of Vocational Training in the Dual System

Every year the Berlin-based Federal Institute for Vocational Training (BIBB) publishes a complete and updated *catalogue of all recognized training occupations within the dual system* (and of all other available initial vocational training courses regulated by Federal or Länder laws).

The Federal Labour Office in Nuremberg publishes *detailed information on recognized training occupations* (the most important contents of the training regulations, descriptions of the specific occupational activities carried out by skilled workers who have completed their training, career and further training opportunities) in Volume 1 of the series "Blätter zur Berufskunde" (Brochures on Occupations). The complete *texts of all training regulations for training in enterprises together with the skeleton curricula drawn up by the Conference of Land Ministers of Education and Cultural Affairs* covering the part of training taught in vocational schools may be obtained from the Bertelsmann Verlag KG publishing house in Bielefeld.

The Federal Institute for Vocational Training has issued *aids on implementing the new training regulations in training practice in enterprises*. Explanations and implementation aids of this kind are also published by the social partners in their information sheets and brochures. In addition, the Federal Institute for Vocational Training and other vocational training institutions regularly publish *brochures, material and handouts on the contents and educational and methodological aspects of vocational training in enterprises*. *Handouts on the vocational training of special groups* (promoting the disadvantaged, e.g. young people with learning difficulties, the socially disadvantaged and young foreigners) are available from the Federal Ministry of Education and Science.

The catalogue of recognized training occupations mentioned above also contains *the Federal regulations pertaining to the suitability of trainers to train in enterprises*. The Federal Institute for Vocational Training issues *comprehensive information material on training and continuing training for trainers in enterprises* (results of pilot projects on the continuing training of trainers; skeleton curricula for the training of trainers; seminar concepts on the promotion of trainers, etc., list of video cassettes on the technical and methodological qualification of trainers in enterprises, etc.). The Federal Institute for Vocational Training also keeps a data bank (BIBB-mail), which reports the *findings of research into the training of trainers*, and a media bank listing the *media available for the training of trainers*.

Information on Continuing Vocational Training

The profusion of providers of continuing vocational training in Germany is reflected in the plural system of collecting and processing information on continuing vocational training. The information provided by enterprises, the chambers, local continuing training advisory centres, the social partners and continuing training providers is primarily aimed at the regional market. In the following we will list only the most important national sources of information on available continuing training.

A complete *list of all further training occupations and retraining schemes regulated by Federal or Länder laws and by the statutes of the chambers* can be found in the aforementioned catalogue of recognized training occupations published by the Federal Institute for Vocational Training. The Federal Labour Office issues *detailed descriptions of further training occupations* (the contents of further training, entry requirements, occupational fields and opportunities and areas of employment) in Volume 2 of the series "Blätter zur Berufskunde" - (Brochures on Occupations).

A virtually *complete documentation of all continuing vocational training courses in Germany* (information on the subject, objectives, duration, costs and possibilities of assistance, entry requirements, organizers and sponsors of the continuing training courses) can be found in the multi-volume manual "Einrichtungen der beruflichen Bildung" (Vocational Training Establishments), which the Federal Labour Office publishes annually. The information is listed according to occupational structure, subject-matter and region.

Information on more than 157 000 initial training and continuing training courses in the Federal Republic (110 000 alone in the area of continuing training) can be accessed via the computer-aided *KURS DIREKT online data bank of the Federal Labour Office*. Terminals are located in the job information centres of the 184 labour exchanges. KURS DIREKT is the largest and most comprehensive German data bank on vocational training courses.

The continuing training information system (WIS) of the chambers of industry and commerce and the chambers of handicraft is another national continuing training data bank. It supports in particular the continuing training counselling activities of the chambers for trade and industry.

A number of regional continuing training data banks and other data banks on special occupational areas also exist. Pilot projects are currently testing and preparing ways of cooperating on and networking national and regional continuing training data banks with sectoral data banks on continuing training.

Information on participation in continuing training, the attitudes of employees and employers towards continuing training and on the volume of continuing train-

ing is compiled and published by the Federal Ministry of Education and Science in "Berichtssystem Weiterbildung" (Reports on Continuing Training). The reports are based on representative surveys conducted every three years since 1982.

Information on Vocational Training Pilot Projects and the Findings of Training and Employment Research

In the last two decades, *about 1 200 pilot projects have been carried out in Germany to test and disseminate innovations in vocational training contents, pedagogics and methodology*. The pilot projects are conducted in enterprises and external training centres (pilot projects in trade and industry), vocational schools (school pilot projects) and other training institutions. They are planned, supervised and analyzed scientifically[14]. Information on these pilot projects is published by the Federal Ministry of Education and Science, the Education Planning and Research Promotion Commission of the Federal Government and the Länder (school pilot projects) and the Federal Institute for Vocational Training (pilot projects in trade and industry).

The annual vocational training report of the Federal Ministry of Education and Science contains a *survey of the most important current projects and the latest research findings on training and employment*. More detailed and in-depth information can be found in the periodicals of the Federal Institute for Vocational Training (Berufsbildung in Wissenschaft und Praxis) and the Federal Labour Office's Institute for Employment Research (Mitteilungen aus der Arbeitsmarkt- und Berufsforschung). In addition to these, both these institutes regularly publish monographs on all topics within these areas of research. The publications of the Federal Institute for Vocational Training focus on vocational training in the narrow sense while the Institute for Employment Research primarily investigates the links between developments in the structure of the economy and technology, developments in the labour market and the employment system and developments in the demand for qualifications - from a European viewpoint as well as the national angle.

National Information on Vocational Training and on European Cooperation in Vocational Training

The vocational training report of the Federal Ministry of Education and Science provides a survey of all the important developments and activities in this field as well. Its information is supplemented by a number of publications of the Federal Ministry of Education and Science, the Federal Institute for Vocational Training, the Federal Labour Office and the social partners.

The national organizers of the European Action Programmes and Community initiatives on vocational training (especially the Federal Institute for Vocational Training, the Federal Labour Office and the Carl Duisberg Gesellschaft in Cologne) publish *information on European vocational training programmes*. In addition, the Carl Duisberg Gesellschaft runs an information and counselling centre on vocational training abroad. It provides comprehensive *information and counselling on vocational training opportunities abroad, especially in EC Member States*. Every year it publishes a brochure with detailed information on all offers of vocational training and vocational training programmes in other countries.

The Federal Labour Office is including to an increasing extent data on vocational training in Europe, on vocational training opportunities in European Partner States and on Community activities and programmes in its information programmes for those seeking advice and in its brochures and material for vocational counsellors. A number of special publications and other material are now available on these subjects. The 184 job information centres of the Federal Labour Office have the relevant material. In order to facilitate access to information and opportunities for vocational training and employment in Europe for all target groups seeking vocational counselling, ten labour exchanges have been appointed "National European Vocational Counselling Centres". Each of the centres is responsible for one EC country (with the exception of Bremen which is responsible for two).

The Demand for Information on Vocational Training in Europe

Since the development of the European vocational training dimension and a European labour market, national efforts to provide information on vocational training in Europe has no longer been able to meet the growing demand for information from governments, the social partners, enterprises, providers of vocational training, employees and trainees. Germany therefore welcomes and supports Community activities as well as bilateral and multilateral schemes to exchange experience and information in Europe.

The ever closer cooperation in the European Community and the competition for the best solutions and location benefits require extensive knowledge of the vocational training policies and the vocational training systems of our European neighbours. This in turn requires information at various levels and for different purposes:

Vocational training policy and planning: Strategic decisions on the focal points of vocational training policy and its further prospects have to be viewed in a European dimension. What do our neighbours consider to be important? Which trends are beginning to emerge within the Community and worldwide? What experience can we learn from? Information provided by CEDEFOP, the EC Commission, the ministries and specialized institutes of the Member States and also that of the OECD and other organizations is very important in this respect.

Innovation and further development of vocational training opportunities: European dialogue is also useful for the further development of the contents and the pedagogical and methodological aspects of the vocational training on offer, the training of vocational trainers and the structural further development of vocational training. An exchange of specific informa-

tion and cooperation with vocational training experts from other Member States working on similar problems is essential to obtain the best possible solutions. Comparative specialized literature and conferences, case studies and experience gained from joint projects increase awareness of the European dimension of vocational training and can help find new approaches.

Mobility, the European labour market: Individuals also need information on the vocational training available in Europe and on the European labour market. This applies both to employees wishing to work in another Member State and to employers who want to recruit applicants from neighbouring European countries. Important steps have been taken at national level through the activities of the Federal Labour Office (see above). However, this is not enough. The Community has to support Member States in establishing transparency of qualifications. Employees should be able to have at their disposal qualifications and descriptions of qualifications that are understood throughout Europe. These should allow employers in all Member States to obtain a clear impression of the vocational qualifications an applicant has gained through initial and continuing vocational training and through professional experience. Employees should likewise also have access to comprehensible information on the contents of available vocational training and on the qualifications expected in occupations and at the workplace in other Member States.

Notes

[1] In addition to this, in some occupations, in particular in the non-academic health care occupations and what are commonly called "assistant" occupations regulated by Land laws, initial vocational training is also provided at full-time vocational schools. The number of recognized training occupations which can be learnt at a school and the number of young people undergoing vocational training at full-time schools are very low, however, when compared with the dual system.

[2] Enterprises spend between 30 and 40 billion Deutschmarks annually on initial training within the dual system. The only training for which financial assistance is given under the Labour Promotion Law is the training of young people who, because of social or regional disadvantages or because of learning problems (e.g. young people who have not obtained a final school certificate), etc. cannot find a training place or need special educational assistance to complete vocational training within the dual system successfully. Thus a total of more than one billion Deutschmarks was spent on training more than 43 000 young people (including 38 000 young people in the "new" Länder) in external training centres and 45 000 young people (out of 98 000 altogether) in enterprises in 1991. (These figures and all the following figures in the comments and in the text are based on the 1993 Vocational Training Report of the Federal Government).

[3] This can be seen in the fact that only 2% of those who completed their vocational training within the dual system did not find a job immediately after they had finished their training.

[4] A tight network of external training centres has been set up throughout the Federal Republic to supplement the training of trainees at enterprises which are so small or so specialized that they are not in a position to impart all the prescribed training contents. As a rule, this supplementary training lasts 6 weeks per training year.

[5] Since the Vocational Training Act came into effect, 248 training occupations, in which 96% of all trainees are trained, have been reorganized.

[6] According to estimates, enterprises spend about the same amount on continuing vocational training for their employees as on initial training (35 to 40 billion Deutschmarks).

[7] For example, by strengthening the awareness and approach of those seeking training through information, counselling and transparency with regard to quality requirements, regional offers and the applicability of the qualifications on the labour market; through quality control of continuing training courses attended by participants sponsored by the Federal Labour Office in accordance with the Labour Promotion Law (see below); through continuing training research, further training for continuing training staff, etc.

[8] Between 12% ("old" Länder) and 20% ("new" Länder) of all members of the workforce who have completed vocational training within the dual system upgraded their qualifications in this way.

[9] Nearly 1.5 million people were sponsored in Germany in 1991 for a total of approximately 11.7 billion Deutschmarks.

[10] In 1993, 28 million Deutschmarks have been made available to finance about 9 000 scholarships.

[11] The following should serve as an illustration: the vocational training reports of the last few years each consisted of around 250 A4 pages. The six chapters of Part II, compiled with major support from the Federal Institute for Vocational Training and others (especially the Institute for Employment and Research of the Nuremberg-based Federal Labour Office and the Federal Labour Office itself), deal in detail with:

a) Data on the demand for training places, on the availability of training places and on the attitudes of young people and of enterprises towards training;

b) Breakdown and structure of vocational training (data and analyses of developments in quality and numbers in the various training areas, trainees' educational background, the participation of young foreigners in vocational training, vocational training examinations, etc.);

c) Contents and structural issues in vocational training (issues regarding the development and reorganisation of training occupations as well as the development of teaching, learning and examination contents and methods, aspects of training and continuing training for trainers in enterprises, the development of vocational training in the "new" Länder, the cost of vocational training, etc.);

d) Vocational training and employment (the most important findings of research into the transition from training to employment and into the development of qualification structures; the occupational opportunities of certain groups (e.g. women));

e) Continuing vocational training (developments in the amount of supply and demand; developments in further training occupations, etc.; quality assurance; counselling and information on continuing training, participation in continuing training and promotion of continuing training for selected target groups (the long-term unemployed, immigrants, women returning to the labour market, etc.; the development of teaching and learning methods including distance learning, etc.); important findings of continuing training research);

f) International aspects of vocational training (vocational training memorandum of the EC Commission; vocational counselling and the Single European Market; comparability and the recognition of vocational qualifications; implementation of selected EC Action Programmes in Germany; vocational training activities of the European Social Fund; reports on multilateral and bilateral cooperation on vocational training outside the European Community, etc.).

[12] A comprehensive list of information published by the Federal ministries, the Federal Labour Office, the organizations of the social partners, institutions of the Länder and many other institutions can be obtained from the Federal Ministry of Education and Science.

[13] The Carl Duisberg Gesellschaft is responsible – on behalf of various federal ministries – for international exchanges in the field of vocational training in particular.

[14] Enterprises, the chambers, etc. sponsor the pilot projects in trade and industry. The Ministries of Education and Cultural Affairs of the Länder sponsor school pilot projects. The sponsors and the Federal Ministry of Education and Science share the costs. The Federal Ministry has contributed 550 million Deutschmarks up to now, which, together with the complementary funds of the other sponsors, amounts to more than one billion Deutschmarks altogether.

Devolved decision making in the UK demands wide dissemination of information

Recent years have seen a shift in the UK of decision making in vocational training, from the centre to local and sectoral bodies. This has meant that the Employment Department (ED) has had to examine what type of information decision makers at all levels need, and how to help them access it. This article outlines the range of information services provided by ED in meeting this need. In particular, it focuses on two specific networks: The Skills and Enterprise Network which aims for wide coverage of labour market developments and research relevant to vocational training; and The Good Practice Series which disseminates development outcomes and good practice to a more specific audience.

The UK's changing training and vocational education scene

Recent years have seen a major decentralisation of decision making in the vocational education and training field in the UK. The Employment Department (ED) is now much less concerned with making detailed decisions about provision. These are better made at a level where the decision maker is in touch with, and can respond to local or sectoral market demands. Most notably, Training and Enterprise Councils (TEC's) have been set up throughout the country to tailor training and enterprise activities to local demand. TEC's are employer-led and are independent private companies who hold contracts with ED. ED's role is now to set strategic objectives; to make sure that the infrastructure is right; to encourage market responsiveness; to ensure that decision makers have the tools to do the job; and to encourage the effective sharing of Good Practice.

Communicating information has become more important

Good decisions depend on good information. Devolving decisions has meant that ED has had to look very hard at identifying the type of information decision makers at all levels need, and helping them get access to it.

The UK government puts a high priority on encouraging employers to invest in their staff, and encouraging individuals to take responsibility for their own development. An effective training and education market needs informed consumers, so the ED's information strategy has to aim to get information not only to bodies that it contracts with directly, such as TECs, but to all those who influence employers and individuals.

Marj Cowan

Department of Employment, UK, has responsibility for Networking and Good Practice.

Richard Brown

Department of Employment, UK, manages ED's Skills and Enterprise Network, has been involved in developing information systems and services for ED.

A wide range of information needs

Local decision makers clearly need to have local knowledge of current demands in their market, and are themselves best placed to get this information. But to be fully effective they also have to consider a wide range of other information, from the skills likely to be needed to meet future international competition, to the training methods most likely to work well with particular types of people, such as women returning to work after a career break.

They also need to be aware of **government policy and priorities**. Government has initiated several far reaching changes in the training and education world recently in addition to setting up the TEC and Industry Training Organisation networks. These include the development of National Education and Training Targets, the introduction of Investors in People (to encourage employers to invest in the skills which their businesses need) and wide ranging educational reforms.

A great deal of ED's communications to the training and education world are concerned with promoting these policies and priorities, and setting down guidelines and standards for provision that is financed by Government. This article will not attempt to describe the wide range of communication activities that go on under that heading. Instead we are focusing on the additional information that decision makers need to ensure quality and market relevance of their provision and that practitioners need to implement these decisions.

ED is already devoting considerable effort to collecting and disseminating a wide

range of information. The main types of information we collect and distribute are described below.

(1) Current and future skills needs
Decisions about what training to provide should be based on an assessment of future skills needs. It is difficult to predict these needs exactly, but available information can help decision makers make better judgements of future needs. We publish information on current employment trends, and surveys of current skill shortages commissioned by ED and others. ED does not predict future employment or skill needs. But we do publish information on future employment projections produced by leading research institutes, research into employers views of future needs, and even some more speculative scenarios produced by employment/ labour market experts - though we are careful to warn our readers against regarding any of these as firm predictions.

(2) Characteristics of current and future labour force
Decisions on training and education have to allow for the characteristics of the people who will have to supply the skills. Basic demographic characteristics such as age and sex are fairly easy to predict from census data, and we regularly draw trainers' and educationists' attention to the implications of the ageing workforce. Equally important is the proportion of the population participating in work. We aim to keep decision makers in touch with current trends - such as increased participation by women in the workforce, and more young people staying on in full-time education -though future trends here are not so easy to predict.

Information on the education and qualifications which the workforce already hold is needed to decide what action has to be taken to reach the levels of skill and qualifications required. The Labour Force Survey gives valuable information on this, and we publicise its findings through a number of publications.

(3) Training and education currently being provided
To achieve the greatest impact, training and education efforts need to be directed to where there is currently insufficient provision. This requires information on what is being done at the moment. Department for Education statistics give a good overview of what is happening at all levels of education - schools, colleges and universities. Information on training is more diffused and it is hard to get a complete picture. The Labour Force Survey gives information from the individual's point of view, but this has to be seen alongside the results of surveys of employers.

A National Vocational Qualification Information System has been established to collect information on the number of NVQs awarded at national, regional, and local levels. This will enable monitoring of vocational qualifications throughout the workforce.

(4) Information from Research and Development projects
Information from research, evaluation and development activity is essential to improve the quality and relevance of training provision. Much research and development rightly takes place in response to local needs. There is also work which is of national importance which would not happen without central development investment. ED's national development and research programmes ensure a coordinated approach to achieving agreed national priorities. This also encourages national, sectoral and local bodies to work together and provides a platform for the exchange of information and good practice.

A wide range of research and development work is done by bodies other than ED such as academic institutions, and commercial researchers or consultants. They can cover subjects ranging from the skills needed for a company to succeed internationally, to effective use of older workers, and ED helps to raise decision makers awareness of this research.

(5) Advice on how to use information
It is not enough simply to supply statistics and the results of surveys and research projects. The decision maker has to be helped to interpret them. ED has sponsored the development of open learning materials, Good Practice Guides, and courses for those who have to carry out local labour market assessments. And our publications point out the issues which specific research and development projects raise for the decision maker, rather than just describing the results.

Keeping the planners of training/ education in touch

The Employment Department uses a number of different publications and services to get the various types of information to their various audiences:

The Skills and Enterprise Network aims for wide coverage of labour market developments and research relevant to anyone working in the training/ vocational education/ enterprise field. Our publications go to 40,000 members including TECs, Industry Training Organisations, colleges, training providers, research organisations, consultants, and some employers.

Every 6 weeks or so members receive:

"Update" - which gives brief abstracts of everything relevant published, or identified by us, since the previous mailing - typically it covers about 60 publications.

More detailed **"Briefings"** on recent research which is likely to be particularly important for our members -typically 6-8 Briefings per mailing.

"Labour Market Quarterly Report" (every second mailing), focusing on labour market statistics, or research findings which are mainly statistical.

"Executive" - a news sheet which pulls together the most interesting items from all of our other publications in a short, easy to read format.

A key element of the package is the yearly "Labour Market and Skill Trends" report, which takes a wide-ranging look at the labour market, and highlights developments that are of particular importance for those planning training and enterprise provision.

The Network also organises a yearly conference for members, and provides an enquiry service to help them identify the information they need.

Recent market research has shown that the Network is well received by its members, and the information supplied is used by many of them to inform plans and decisions.

Assisting the dissemination of good practice

The Good Practice Series is an example of more specifically targeted dissemination. It aims to bring the outcomes of research and development to a specific audience - TECs -in a form that they can use and understand. It has been developed to assist the dissemination of national and TEC led good practice to and amongst TECs. It also forms a main channel for disseminating development outcomes to TECs. The series, which is well established and supported by a "helpdesk" and key contacts in each TEC, consists of publications at 3 levels:

"Good Practice Guides" - short user friendly guides covering a wide range of training, enterprise and educational issues. The guides, in the main, are aimed at practitioner level providing practical advice and guidance on devising and implementing training strategies and systems.

"TEC briefs" - a portfolio of single sheet TEC Briefs, linked to the Guides, offering awareness raising of TEC developed good practice, outcomes from development work and contacts for further information.

"Footnotes" - a bi-monthly newsletter aimed at encouraging networking by putting people with similar interests in touch, and providing a signposting service for coming events, reports, surveys, and publications of interest.

Other ED Publications

ED also issues a range of other publications which focus on other aspects of government initiatives, strategic information, key messages and good practice.
These include:

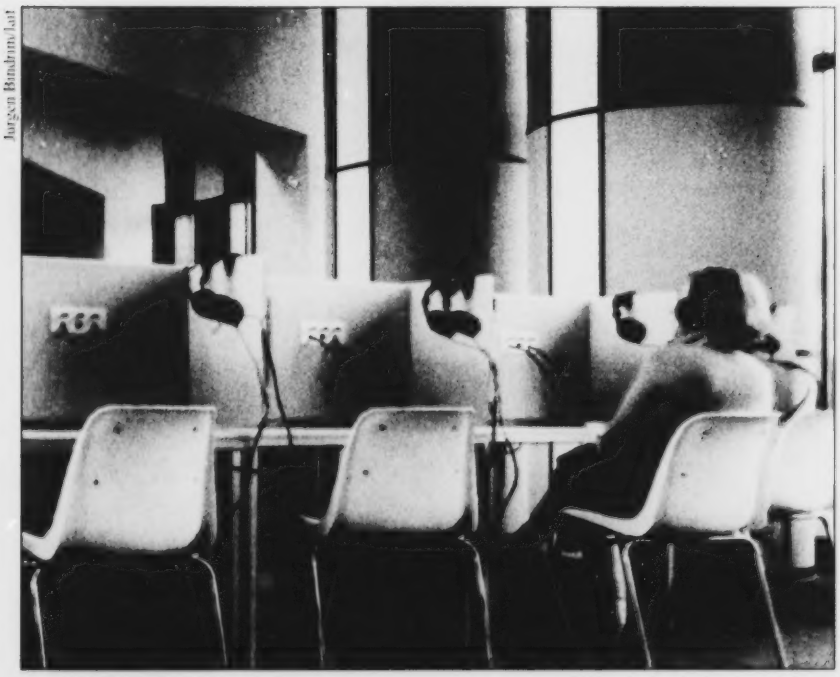
Employment Gazette -a journal of record containing statistical information and analytical articles

TEC Director -which carries articles and material of interest to TEC Board members

Insight - aimed primarily at the educational world

Employment News - which carries a mixture of news, summaries of policy initiatives and good practice and reaches a large diverse audience mainly at practitioner level.

In addition, the **Careers and Occupational Information Centre (COIC)**, a publishing house currently funded by the Department, provides materials for young people and adults covering occupational information and guidance, personal development and training.



Jurgen Bindrim/Jaif

Other forms of communications

Clearly publications and written materials are only a small part of any information system. Other provision includes:

Networking at all levels: national conferences and exhibitions covering a wide range of training and education issues (eg National Targets, Women's Issues); sectoral and specialist seminars; as well a large number of local collaborative projects, initiatives and events. Informed advisor networks provided through Careers Service, TECs, and Industry Training Organisations provide information and advice on labour market conditions and demands.

Individuals often want more specific and tailored information. Local information points for provision of information on a large number of specific subjects have been set up (eg advice and guidance on assessment, job requirements and development opportunities).

Information databases have been developed which can be accessed directly, through information centres or dedicated helplines. These include the NCVQ database, Training Access Points (for information to individuals on training provision), the National On-Line Manpower Information System and the Educational and Credit Transfer Information Service to name a few.

Conclusion

The dissemination and exchange of information is not exclusive to the Employment Department. There are a wide range of publications, databases, and networks etc, covering all aspects of the training market, which operate commercially or through other UK Institutions. But the Department's own key role as a supplier, and its links with all major parts of the training enterprise and education system means that it is well placed to encourage the sharing of information, ideas, good practice, and expertise. Considerable activity is already taking place but we must continue to review and revise information systems to ensure they can effectively communicate the right messages, to the right people, at the right time.

Compiling information on vocational training: a trade union perspective

Interview with Ms M. H. André and Ms A. F. Theunissen

***Centre** - The Community is currently facing major problems with rising unemployment and the danger of increasing inequality between Member States, regions and individuals. As part of its work, the Commission of the European Communities has adopted a number of measures and launched action programmes to counter these phenomenon. The Social Dialogue in which you participate is focusing increasingly on these two issues. In view of the fact that under certain conditions, vocational training can play a part in preventing unemployment and in reducing inequalities, what sort of information, in the opinion of the European Trade Union Confederation, is likely to meet the needs of the Social Dialogue in this area?*

Ms. H. André - While on a Community level economic growth between 1985 and 1990 resulted in the creation of nine million new jobs, the current situation is worrying and this positive trend is seriously threatened today. As unemployment is not a new phenomenon, the current situation is marked by a rapid increase in the number of unemployed in Europe. Unemployment tends to be long-term and is not confined to unskilled or poorly skilled workers, but is also affecting categories which had been "spared" up to now, for example, middle management. Thus the risk of increasing inequalities between countries and within countries is increasing. This is thus becoming a priority issue for the ETUC. Our policies aim both to safeguard current jobs and to reintegrate those who are excluded from the labour market.

Education and training policies certainly have an important part to play, particularly in countering exclusion. Improving the effectiveness of such measures and the equality of training is a priority. But it must be stressed that training, however high the quality, does not in itself suffice to create jobs.

At union level we are trying to reach a consensus between ourselves and the various organizations affiliated to the ETUC to formulate common guidelines in education and training which may be of use to all our organizations. But here we are confronted with large information gaps concerning the organization and the operation of different training systems and in qualification trends. This hampers our endeavours to attain consensus. These gaps refer to knowledge of the interrelationships between the configurations and mode of operation of the system and its social economic and cultural context. We refer to qualification trends, the skill levels required today in employment, qualification structures and recognition mechanisms. These information gaps are also prevalent in comparing the systems: where do they converge, where do they diverge, how can comparisons be made, what an be compared, what does not bear comparison.

***Centre** - Which aspects of information policy on vocational training would you like to see highlighted?*

A. F. Theunissen - Looking at this in terms of information policy one must realize that any information system is embedded in a political context in the sense that it is based on issues which the various protagonists consider important to advance debate, negotiation and decision-making. To give you an example, when implementation of a common vocational training policy regarding mobility becomes a Community aim, there is a need to set up an information system capable of responding to this aim. Among other measures, implementation of an information system on the comparability of qualification seems to be a priority and this has been entrusted to

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Confederal Secretary of the European Trade Congress - ETUC - responsible for education, training, labour market, migration and youth.

Anne Françoise Theunissen

representative of the Confédération des Syndicats Chrétiens in Belgium and current Deputy Chairperson of the CEDEFOP Management Board.

CEDEFOP on the basis of a Council Decision. Today the principle of subsidiarity at Community level places the political aim in another perspective and there is progress towards developing systems based on the interaction evoked by mutual recognition among various countries. Clearly such an aim poses questions for the systems on which it is based. Nevertheless, it must be stressed that comparability work produces side effects. For example, in a number of countries where things are less developed, this work is currently being used to develop the systems.

The issue of interlinking political choices and the compiling of information is essential for implementing information policy. But information policy also contributes to technical choices in view of the fact that some of these choices are a response to political alternatives and others are not. For example, if transparency is the aim of information and qualifications and technical choice the aim of coding, a state will be reached where part of information is based on qualifications (which cannot be codified) and the use which the social partners make of this to handle fundamental political issues such as the validation of occupational skills or certification will in all certainty be limited.

Centre *- Doubtless coding implies a simplification of the system. But grasping the complexity of this is one of the difficulties confronted by systems trying to demonstrate this, particularly information systems on qualifications. Is there a need to abandon any attempt to identify the constant factors which shed light on the nature of structures, common categories and types of behaviour?*

A. F. Theunissen - It cannot be denied that such an approach is interesting in certain respects. But it would be wrong to overlook that qualification is part of a social construction whose development is dependent upon factors which are invariable. There is a great need for more sophisticated information to explain the genesis of such structures in each country, their historical roots, economic and cultural content. Based on such information, which combines many elements it is possible to understand an issue in a country at a particular point in time and to instigate contingent policies vis-à-vis phenomena such as exclusion which today are at the very heart of our debates.

Ms. H. André - Regarding qualifications, it is not a matter at this stage of imposing decisions, for example in the area of certification which is for us a fundamental issue. The aim is to provide relevant information to those who need it in order to help develop the systems and at most to provide information which allows assessment of limits to the transferability of certain systems or parts of systems, which at a particular time seem to be a "magic formula" for combatting the problems faced by a country.

The issue we are faced with is that of progressing towards "trust" between countries and of establishing a system of recognition which functions on this basis. To attain this, there is a need to acquire knowledge of the different systems, of the social structures of which they are composed and to be aware of convergencies and divergencies. This is where our main information needs lie and only when we have obtained it will we be in a position to forge coherent strategies for ensuring mutual "trust".

A. F. Theunissen - In the Social Dialogue where emphasis is placed on political guidelines there is a need for comprehension, discussion and negotiation among the social partners. There is a need for an area of discussion removed from the arena of decision-making and a need for frequent contact where concepts, approaches, tools and different political designs may be placed in perspective and where fundamental issues may be elucidated which are currently difficult to express. In the light of the changes in progress there is a greater need than ever for social partners to define the nature of the problem which each sees as imperative and to state their information needs in order to formulate coherent opinions which are of a more than short-term importance.

In this context, CEDEFOP has an extremely important role to play. Its unique position makes it a venue for debate which should be nurtured and nourished. It should crystallize issues which are nebulous and require precision and reformulation. Here I would draw to mind the Centre's Action Guidelines which stressed that the main idea behind creating the Centre and which must be reaffirmed today is to provide social partners, national authorities and Commission services with a neutral platform to express their views, to compare opinions without any other aim than that of comparison, mutual enrichment and comprehension of differing modes of operation.

Centre *- In this context, what are the characteristics of information which could nourish debate among those involved?*

A. F. Theunissen - Primarily this information should relate clearly to issues with which the Community is dealing and to areas where in the medium term negotiation will take place. It is a matter of providing those involved with information on phenomena which they consider important for the debate and for taking decisions in line with Community guidelines. But this information should consist of more than tables of figures which cannot be compared by simple national descriptions. There is a need to produce information with Community added value, by that I mean information aiming to promote activities on a Community level. This involves exploiting and placing in perspective a mass of basic information of a quantitative and qualitative nature which exists at national level and knowledge gleaned in the course of the years at Community level which protagonists need but are not in a position to use in its present form. Producing Community added value also means identifying what is comparable and what is not comparable.

But there may also be a need for information merely to assist at national level both in preparing contact on a European level and preparing national policy to the extent where information on trends in all of the Member States elucidates national structures and helps those involved to develop their own systems.

Effective information policy on vocational training should on the basis of subsidiarity, be founded upon the dialectics at national and Community level, in view of the fact that these should complement each other.

Networks of specialists at the heart of information policy

Interview with Mr Philippe Lenain at BSN[1] headquarters

A. d'Iribarne - *Vocational training is an area which is both vague and complex and linked to a number of subjects. In this context, are there aspects which you consider to be particularly important and which in your opinion have specific information needs?*

P. Lenain - Before coming on to specific information needs with regard to training, I would like to explain why I consider continuing training to be imperative and how we aim to develop it at BSN.

Continuing training of all levels of employees is imperative because we wish "**to create tomorrow's company with today's people**". Obviously, during the thirty-five year working life of men and women there are considerable changes. If we wish to ensure that the individual is not depleted and that he does not become unadapted, he must be encouraged constantly to update his skills and to import new knowledge.

This training is based naturally on the skills acquired by individuals which we recruit. Initial training should be of a very general nature and responsibility for this should be at national level. On the other hand, occupational training is often specific and responsibility should lie with the company or, at times, the profession.

This sort of training should be specific and should be adapted to the needs of the individuals and the company. We ought to consider two different target groups.

First of all there is mid-management which we in France call "cadres".

For each of the main occupations at BSN, we have set up internal training programmes which we call "strands". Senior employees design these programmes which have the assistance of schools or specialized universities in the various areas (sales, marketing, production, computer science, human relations, finance, etc.). Training in each of these strands covers three to four days annually. As training is an integral part of management's responsibilities, evidently those highest in the command chain design and organize their strand.

Besides, I believe that hierarchical relationships should be educational in nature and that we should develop a work principle: a common approach. Every employee at level N is the adviser of the employee at level N + 1 and, reciprocally, the latter is the adviser of the employee at level N. This infers that in every work issue individuals at different levels exchange views and that such an exchange leads to a decision by whoever bears responsibility for that particular area. Everyone is aware of his responsibilities and the decision taken is a joint one. This sort of consultation is an exchange of an educational nature and attention should always be paid to this.

For production staff we attempt to find opportunities within the work context. Like many others, we endeavour to develop organizational systems which produce skills; this is our aim and we are gathering experience. It is of paramount importance to provide the less privileged employees with training schemes at the workplace. These individuals have remained at the base of the company because they find study unattractive. They will never be involved in academic learning but can make use of other skills in applying themselves to specific problems which should be resolved at the workplace.

Such an acquisition of skills should take place at the workplace during the normal working day. They should culminate in a test and success should mean a rise in salary. This test, which should have an objective basis, is of great importance in order to avoid a situation where decisions on pay scales are arbitrary and a decision of superiors. In asking an employee to make the effort to acquire certain skills we have a dual responsibility: first of all to pay him and secondly to make use of him. Knowledge which is not applied is otherwise quickly lost and renders pointless motivating employees to acquire them.

A. d'Iribarne - *Your group is becoming increasingly European. How do you ob-*

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Administration Director, Deputy General Director of BSN (as of January 1991)

Alain d'Iribarne

Research Director of CNRS, Dept. of Economics and Sociology of Work

18

tain information on what is happening in other countries in view of the fact that they have specific mechanisms for influencing implementation of the general guidelines which you have just mentioned?

P. Lenain - The principle remains unchanged for each country for which we assume responsibilities: we must develop the skills of men and women to ensure that they do not run the risk of being rejected by the production system before retirement. In this context, each company should adapt its training activities taking into consideration the national context and environment.

For example, Germany seems to me to be better prepared than France for adopting a system of organization producing skills. Traditionally in Germany the foreman possesses highly technical skills and has acquired additional knowledge throughout his career. He is in fact more of a counsellor than a superior and here we touch upon the very principles of organization which produces skills.

As far as information on the individual countries is concerned, I should stress that we are an industrial group and not a financial holding. The group decisions are taken in awareness of what is happening at grassroots level. We go on site to ascertain the facts as they constitute the best source of information.

Besides, we also have human resource specialists who, without being a parallel hierarchy, promote the flow of information. Finally, the Director General of the group organizes annually a day of coordination and exchange of views with the directorates of each of the societies in the group.

A. d'Iribarne - *Where do your human resource specialists get their information?*

P. Lenain - The human resource specialists in the group receive information from the Directors General of the societies and from the decentralized human resource services. Throughout BSN's structure and in all the directorate committees of the societies there is a financial and a social adviser.

A few years ago, our headquarters in Paris was the source. However, we realized quickly the limitations of such an approach and now staff from headquarters visit the locations in the different countries where we operate in order to explain BSN policies and to gain information on specific national contexts.

A. d'Iribarne - *In other words, your information and knowledge of activities in the countries is acquired through your operational staff and your human resource specialists in your factories and subsidiaries. You make use of your own production network to gather information without reverting to the exterior, or do you make use of more standard literature likely to satisfy your information needs at headquarters?*

P. Lenain - The hierarchical network is of fundamental importance. Besides, on a European level we were one of the first groups to set up a network with staff representatives. We have a European Committee dealing with training and economic information and which aims not to standardize, but to ensure that each country and each factory receives the same economic and social information. On the other hand, at BSN examination of research studies contributes little to the information procedure.

A. d'Iribarne - *A question often put today is that of developments in public investment, be it national or supranational, with regard to information systems aimed at providing those participating in economic and social life with information thought to be indispensable for improving performance. One gathers the impression your reasoning would seem to state that your network is the source of information corresponding to your needs. Does this mean that the way in which you compile information is an entirely internal process?*

P. Lenain - The approach we have adopted is not a universal one. Small and medium-sized companies in particular do not have at their disposal the facilities for internal reflection which we possess. We have a wealth of information which allows us when a problem arises to involve external individuals who have pondered the issue and who are prepared to share the fruits of their reflections with us at a time when such issues are of relevance to us. It is much easier and more fruitful to exchange points of view than to search for information externally or in literature.

Few staff at BSN are attracted to reading the works of a researcher in corporate sociology. On the other hand, if the social scientist suggests spending time in one of our factories to monitor change, for example, the transition to a market economy in eastern Europe, this is of interest to us as he can add to our reflection.

A. d'Iribarne - *In addition to books, databases also spring to mind, for example, the computer as a central point providing access to information. This information would then of necessity be coded in part. Here again it would seem that this path digresses from what you are doing.*

P. Lenain - We attempt to satisfy needs as they arise. Information provided by database may be interesting but this we would have to "manage" and customize in order to operate it. We think that the method we have chosen is the most suitable to respond to our needs i.e. to make use of external experts who are connoisseurs of change and who are able to put their knowledge into perspective as our demands require. I hope that such an approach prevents us from becoming fossilized through giving priority to external exchanges of experience. Like other companies we need refined tools helping us to change products without losing both time and materials. We asked a member of CNRS research staff whom we know to recommend to us an expert in the area of flexible tools. The latter made a fundamental contribution and we have found an industrial solution which we alone would have been incapable of producing. I learned later it was through being involved in CEDEFOP's work that this research member came into contact with the expert with whom we were working.

Thus, as far as we are concerned, networks of individuals who know each other and who know research subjects which they are pursuing and who can tell us when we

have a request where to find "the best" to assist us in finding a response is of fundamental importance.

***A. d'Iribarne** - One of CEDEFOP's attainments has been helping to forge contacts between prominent experts and that these networks continue to operate. From your own experience, would you say that the response to your information needs is answered through contact with networks of this type, prominent specialists recognized as being experts in the matter at European level?*

P. Lenain - Without doubt. The support provided by a network of specialists is of fundamental importance to us. We are aware that identifying "the best" in a particular area, that is to say those who can help us find a solution on account of the work that they have done, requires great skill.

***A. d'Iribarne** - In companies there are many different information "receivers" and their needs are just as varied. Does the wish that you have expressed cover all of these needs, or is literature still sufficient for certain categories of "receivers"?*

P. Lenain - As I said, we make little use of the written word. We are compelled to process the information to customize it before applying it. For example, we wanted to introduce apprenticeship in France taking the German system as a model. It was not possible to make a simple photocopy of that system. The role of the Ministry of Education in France is different, nothing corresponds in our system to the role of the "Meister" (master craftsmen) in the German system. This led us to discussions with those who had specific knowledge of the German system. These considerations had then to be transposed on to our situation at a regional and local level. This took some two years, which testifies to the importance of the work which had to be done.

***A. d'Iribarne** - Information as such is of no interest to you until it can be seen in your own context and your means of reutilizing it?*

P. Lenain - That is exactly what I am saying. Although, information can prompt us to give consideration to issues which had not originally attracted our attention.

***A. d'Iribarne** - Would you be interested in obtaining information to point your attention at certain issues? If so, what form should this information take?*

P. Lenain - Naturally, we are always anxious to look ahead. Information which attracts our attention in a particular area of change is valuable. Such information however should not exceed four or five pages and should be lucid and succinct. Large and complex documents present problems for those at the operational level.

***A. d'Iribarne** - So you need concise information if it is to provoke interest, should this interest arise how do you proceed?*

P. Lenain - We give it some consideration to ensure that it is not merely "fashionable" then we process this information for our own needs. Following this, we are interested in an exchange of views with the author. As you can see, we are not particularly attracted by the written word...

***A. d'Iribarne** - To give a specific example, we carried out case studies in several companies in a number of countries on what could be termed "organizations which produce qualifications". You have stressed on several occasions BSN's interest in this subject. These studies will be published. What would be your interest in such studies?*

P. Lenain - We would be interested in reading a document which is concise, clear and simple, showing the experience gained in enterprises who have succeeded or failed. We would then make contact with the relevant individuals in these companies so that they could explain to us the difficulties they encountered, the opportunities of which they availed and for an explanation as to why they have reached a certain situation. Carrying out organizational change involves a multitude of details and a research study, however capable the researcher may be, cannot replace an exchange of views on site.

***A. d'Iribarne** - In attempting to identify the overall efficiency of supranational organizations, which sort of services should they be capable of providing to companies such as yours which have a good information infrastructure in order to respond to your needs?*

P. Lenain - International organizations could help in putting us in perspective and setting up a network providing information on innovation in the various countries.

Of course, we are always interested in concise information increasing our knowledge of European diversity and making us more aware of the specific national context.

* * *

We wish to thank Mr A. d'Iribarne, Director of Research at CNRS, for carrying out this interview in which CEDEFOP was involved.

Large group within the agro-foodstuffs industry

Research scientists and information on vocational training in Europe

For research scientists vocational training is just one scientific field. It takes in a specific area of application although its contents vary considerably. Research scientists approach this field via the tools, methods and concepts which are generally specific to this discipline thus rendering comparison difficult. Furthermore, vocational training on the European level delimits a field of application which itself is defined on the basis of a geographic area, the designation of which is very vague or varies.

Here, the distinguishing feature of this area is that research scientists are above all producers rather than users of information. One of their tasks is to impart to different groups the knowledge they produce. However, they too need access to information in order to conduct their own research activities. More than for other professions, perhaps, reflection for them is a necessary part of a broader-based development described as Scientific and Technical Information (STI). A first stage was the setting up of documentary databases with hard copy back-up. A second stage seems to be a move away from material back-up in scientific production with the arrival of "electronic publications".

Alain d'Iribarne

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Vocational training as a scientific field : a changing area

In order to assess how research is affected by information, we first have to know what the research scientist is going to produce. Generally speaking, it could be

Finally, for the research scientist vocational training on the European level is not just a scientific field. It also means everyday practice. For him it is a matter of moving out of his national professional area in order to integrate himself into a wider area encompassing the emerging Europe as a common site for reflection, exchange and action. It is not by chance that research scientists in the humanities and social sciences are drawing on the Maastricht Treaty in order to press the European Commission to make vocational training an integral and legitimate part of European scientific research under the fourth Framework Programme for Research and Development.

Information on vocational training on a European level must, therefore, be seen by the research scientist as the redrawing of a scientific area and professional space with a view to producing a new infrastructure of services for which STI will provide the back-up. However, analysis brings us back to a whole series of even more fundamental questions concerning the problems raised. This has to do with the contradictions which are beginning to emerge between the normally free character of knowledge, a public good, and the tendency to increasingly incorporate research work into a commercial framework of competition and exploitation.

said that he produces three kinds of knowledge which draw on the same sources but which do not have the same meaning:

- descriptive: trying to define by way of generally concrete categories the state, movements or relations between phenomena: e.g. the breakdown by age and sex of vocational training levels of the under 20-year-olds in the various Member States of the Community,
- explanatory: aiming to understand why there are differences in these breakdowns requiring the elaboration of conceptual reference frameworks drawing, for example, on differentiated economic or social mechanisms,
- normative: abandoning the scientific "ivory tower" in order to engage in critical analysis or evaluation, even going as far as rejection or proposal. For the research scientist it is a matter of establishing himself as an advisor to those responsible for public or private policies.

In all cases the research scientist has to make choices. He builds. He places in perspective. To do this, he defines the problem fields and selects methods. The very form of the activities undertaken by the research scientist, both as a producer and as a user, are affected by multiple approaches: statistical, quantitative approaches, qualitative approaches mostly involving monographs, combinations thereof. In all cases the data has to be identified and catalogued before it can be disseminated.

Furthermore, if vocational training is a fully fledged field of knowledge, the related areas of knowledge are very diverse. If we look at the major, very classical, categories of approach, we find:

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- initial training for young people, including apprenticeship, in public or private institutions;

- continuing training for people in or out of work, for more or less clear target groups, e.g. depending on their socio-demographic or economic situation, special attention being given to vocational training initiated by companies;

- work, addressed via its organization, contents, integration into professional categories or mobility, in order to be able to tackle questions of "qualification", competencies;

- recruitment by companies and the role of the diploma in that selection process depending on industrial and social strategies and their representation;

- training techniques and cognitive learning processes depending on the aids used (computer-aided instruction, for example, with mono or multi media back-up);

- the links between the above, from the angle of the general functioning of the labour market, and the corollary mechanisms of professional integration or exclusion from activity.

At all events the research scientist may be interested in very different forms of knowledge. He may, for example, stress the structural side, be it from the institutional, statutory or regulatory angle, the importance of which is generally known. He may be interested in public policies, "flows" through these structures, the people involved, the costs and tasks involved in running them. For national independence, the European perspective opens up new horizons: supranational policies, comparisons between countries in order to position the national situations with a view to identifying the differences and similarities from country to country in moves towards possible harmonization. In all cases it is a question of reviewing visions, identifying the problems of most relevance for the actions of others (human resources management, harmonization of texts).

Whether he is an economist, sociologist, legal expert, historian, psychologist or computer scientist, he will be able to measure the diversity of approaches used, the variety of sources and their application and also the diverse nature of publication back-up, each discipline having its own journals, which, in turn, are often broken down into theoretical or applied categories. Moreover, the reference points for information which are jumbled on the national level are easily lost on the larger European stage, each country having its own traditions, classification and practices.

This is how we can define scientific production which serves as a base for the exchange between the research scientist and his peers, between the research scientist and other suppliers of information such as the statistician or bureaucrat or, finally, between the research scientist and other people involved in economic and social life. The contents are constantly changing, they are diffuse, often segmented and difficult to identify. It is necessary, more than ever, to elaborate a European vision of information on vocational training in order to facilitate these very essential exchanges.

Stefan Schraps

Revised needs in factual knowledge

In the preceding paragraph we explained that in respect of national analyses, the perspectives offered by European integration, by the creation of a social Europe and an emerging economic Europe, paved the way for new approaches to vocational training. In reality, needs in respect of new information are being felt as a result of factual and theoretical pressures.

From the factual angle, the emerging Europe needs information on a series of mechanisms which affect it because it is a political project. As with every project, whose future structure is shaped by a constant process of trial and error, Europe cannot do without the production of knowledge on and around its own specific project, on the pertinence of its foundations and on the conditions necessary in order to secure its success. This is even less obvious in the case of vocational training which is part of the emerging Europe: its objectives are based on a contradictory challenge: competition between European countries, an area in which EEC Member States have adopted an antagonistic position, and social cohesion, an area in which the countries have to show solidarity with each other.

In the same way, as in any decision-making site, Europe - as an institutional decision-making body - needs a knowledge mechanism adapted to its position in the fields of action. This applies to the Commission, the Council, the European Parliament but also to the social partners. It would be erroneous to believe that a European vision would gradually merge with

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the sum total of national visions. The same holds, for example, for the training of engineers and the recognition of engineers' qualifications.

Finally, a number of socio-economic mechanisms already at work within Europe have supranational components which can but develop in the next few years. Hence, these mechanisms can no longer be addressed from the national perspective because this might over-simplify them and, thus, falsify part of the analysis.
The same applies to the way in which the productive apparatus functions: even the "least important social aspect" maintains real significance. The same holds for anything which has to do with the trans-boundary movement of people.

In this connection the other justification given for developing the information bases required by research scientists is theoretical. Research tradition in the social sciences tended to set two major levels of analysis against each other between which there was no methodological or conceptual transfer. Macro-analyses which tackled major structures and which aimed to set up global explanatory patterns, for example social reproduction by means of educational flow. Micro-analyses centred on micro-societies or micro-phenomena, the aim of which was to monitor multiple interdependencies: the micro-social as a global phenomenon. Against this background, the study for example of the functioning of a professional colleague, or class, becomes a support in establishing the characteristic features of society as a whole. Between these two extremes, others were interested in intermediate or even autonomous structures, the analysis of the functioning of which could perhaps explain global phenomena. What could be mentioned here is, for example, a study of the professional category of teachers who, like other professional categories, form a strong social group.

These three reference levels tackled in an independent manner and thought to be of significance are also present in terms of territoriality: the class was situated in the village or district, teachers were located in academies, social reproduction was positioned in the global functioning of the nation. Finally, it could be said that in respect of time, the approach was the same. Research set more cyclical, short-term adjustments and mechanisms against medium or long-term structural adjustments.

Conceptual developments in the last few years gradually moved away from these dual approaches based on exclusivity and opposition towards an approach which sought, by contrast, to articulate various levels of more temporal analysis with a view to multiple interaction and multi-regulation. The concepts of interdependence between agents and structures, learning processes structuring the dynamics of transformation, play an increasing role in the problems and thus in the demands for a structuring of databases. This has led to profound changes in methods used. Research into these multiple interactions creates a need for more sophisticated and more precise information. The recognition of social achievements led to the development of international comparisons but also to more focused attention on the establishment of categories which research

Manfred Vollmer

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scientists are going to use, their significance and their relevance.

Very rapidly, major differences in basic information appeared, for example in France, contrary to the situation in the United States, racial or ethnic origin may only be mentioned in the statistical sources in the name of human rights or public liberties, the only acceptable term being nationality. Today, we know all too well that the difficulties encountered in schooling, professional integration are very much linked to the social mechanisms within which ethnic origins play a role, not as such but as a support in socialization.

From this angle we can say that major differences in evaluation emerge on a European level between statisticians and research scientists. The former for comparative reasons, tend to standardize and stabilize nomenclature in order to produce data which lends itself to longitudinal comparison in terms of time and space. This would be data on the breakdown of salaries by professional categories and the level of training in the different sectors of activity. The latter, for the same comparative reasons, stress the differences in socio-institutional reality which could be concealed in similar or identical designations, criticizing the deceptive character of the artifacts constructed by statisticians for analysis and action.

Given the importance of the challenges for Europe, confrontational work has to be done accompanied by the setting up of factual databases which will shape, to a large degree, medium and long-term research on the European level. We know, for example, that the apprentice or skilled worker is not in the same situation in France, Italy or Germany because the training, selection procedures, position in work organization, in career prospects or social status are not the same.

This enables us to understand the reticence which may be shown in respect of projects to set up databases on professional qualifications in the EEC, the goal of which would be to render qualifications in the EEC transparent and in this way to contribute to increasing the mobility of workers within the Community. This project is, to a large degree, illusory. By contrast, a project aiming to familiarize the different countries with the qualifications of their neighbours could be very interesting. But this implies a substantial value added in respect of what we have today since the main slant would be qualitative and interpretational, enabling us to understand the nature of reality beyond "standards".

Information by and for research scientists : standardization and personalization of documentary data

Information itself is as varied and diffuse as the subject which it covers. We should bear in mind that it may be oral, written or visual, that it may be numerical, qualitative or quantitative, factual or documentary, the form – the support – just as varied as the contents. For the research scientist the revolution is the advent of Scientific and Technical Information (STI) and informatics: documentary informatics. This cannot be viewed separately from developments in the professional practices of research scientists, their working and publication methods.

In order to avoid any erroneous reasoning, something which happens all too often, preference should be given to a services rendered approach. It is not a question of knowing whether the new technologies will be good in themselves but rather what service they can offer to those who might have recourse to them: what usefulness and at what price? An approach of this kind, which could be narrowly qualified as "economy conscious", is able to keep a tight rein on grandiose and visionary proposals, the tangible results of which are often disappointing. France is particularly well placed in this respect because it is very fond of large-scale projects; it has conceived the very large library and, on a more modest scale, INIST, Institut National d'Information Scientifique et Technique (National Institute for Technical and Scientific Information).

In terms of his professional activity, the research scientist's problem is in fact simple. He needs to know what has been produced on different subjects and by whom. He needs to know what is of interest in that production. In addition he needs to have rapid access to what he is interested in. Finally, the text must be in an accessible language. The research scientist is normally on the look-out for what has been produced in his field of research. He needs comprehensive but select information, he needs text references, the texts themselves, the translation of texts.

Today the main trend in STI is to set up documentary databases and to integrate them into computer networks. This combines scientific production available on "hard copy" support with treatment of that production in a computerized form. This leads to chains for the collection and treatment of information which are particularly unwieldy when it comes to dissemination. In fact it is a matter of identifying and selecting what should be stored in a database. Then it is a matter of entering into the database information concerning the publications selected, normally the titles and names of the authors, but also a summary of content.

Leaving aside material constraints, we know that the performance of these databases is closely linked to the quality of the thesaurus and the key words applied to the analyses and also to the user-friendliness of interrogation software. The quality of the database very much depends on the skills of the staff involved in its design and implementation. This is all the more true when it comes to the varied and multiform information to be found, for example, in vocational training on a European level.

Major improvements have still to be made to interrogation software in order to make it more user-friendly. Similarly, no multifont software is as yet available which would make possible the simultaneous entry of tests in Roman, Cyrillic or Arabic fonts in the database. At all events technology, standardization and the compatibility of systems is overstressed: there is not enough emphasis on language. But as we have just seen this is an essential aspect. It is not so much a question of languages but of concepts, particularly against a European background. In order to make national information accessible for comparison or to enable people in one country to understand information supplied by another, we must be able to establish concepts which underlie words, as the same words may describe different realities from one country to the next.

In the beginning, the databases could not be interrogated on line. Requests had to be made for profile excerpts which meant long waiting times and did not permit interactive research. Today, these bases can be interrogated on line. But this new accessibility does not resolve the problem of access to information itself. Apart from buying it, anyone interested in a particular document can only obtain it by borrowing it by way of an inter-library loan, where this system exists, or by way of a photocopy which, again, implies a more or less long wait. In all such cases, accessibility implies that the user knows where to find the basic document indicated in the documentary base. This explains the interest in joint catalogues of titles and the networking of libraries and documentary centres. These catalogues are becoming increasingly accessible at short notice, roughly one week, in the form of CD-ROM. Although they are still in the test-tube stage, they must be developed along international lines.

This demonstrates that STI is dependent at all times on multiple competencies: design, implementation, and interrogation. The person doing the interrogating has to be as close as possible to the user in order to be able to integrate the latter's specific questions into the interrogation strategy. Now there are as many interrogation strategies as there are questions from users. If it is to function smoothly, STI should be set up in specialized networks which are highly decentralized but coherent in order to facilitate ease of use. This implies the existence of highly qualified experts near to users. An approach of this kind permits better reconciliation of the needs of industrialized standardization of information production with individualized, customized use.

Individualization of information is a continuing need. That is why there is a desire to access not only what they produce but also the authors themselves. We, therefore, find ourselves in a totally interactive and interpretational situation. Access of this kind implies that people know who is working on what, where. It implies that we move from knowledge and the cataloguing of scientific production, to knowledge and the cataloguing of the authors themselves and the institutions. We move from information networks to people networks, to the setting up of databases of "experts"[1].

Information and development of professional practices : peer networks and private appropriation of research

We have seen that the databases based on written documents gave access to the titles of articles published in major world journals in the form of disks sent out each month with short delays of one to two weeks. The summaries of articles are beginning to be accessible under the same conditions with a time span of a few weeks. For research scientists, the basic STI system still has several shortcomings. Certainly, the interrogation algorhythms of the databases are improving at a tremendous rate. This, linked to increasingly powerful micro-computers, will make bibliographical research increasingly easy. But the material is very expensive and interrogation costs will remain prohibitive for research scientists who are not members of sufficiently strong teams; this is the case for various research scientists in the social sciences.

Furthermore, the development of new technologies will encourage the spread of scientific publications in particular by making possible the duplication, thanks to computer-aided publication (CAP), of small edition publications and, their confidential dissemination, publications associated with works which are "grey literature", which are developed, edited and disseminated by their authors. One main consequence of this development is not only that access to fundamental information will be even more difficult but that the references established by the supports will be nebulous. The "qualification" of literature will be reduced since quality articles will be found on an increasingly scattered number of supports.

Given this situation, we are witnessing a new development aiming to do away with hardcopy support. This involves both the development of electronic publications and the desire by those responsible for documentary networks to go to the source, to the editors, in order to have direct access to base documents in a computerized form. The authors themselves provide their text, a summary and bibliographical data on disk. The objective is twofold: to reduce both costs and access times.

Speeding up access times to important articles is one of the obsessions of research scientists since they wish to keep themselves fully up to date on scientific production. Every research scientist is on the look-out for a new, emerging idea. He is even on the look-out for knowledge on research questions which could bring with them innovation. Research scientists, at least some of them, are in fierce competition with each other because they are vying for the same honours and career advantages.

In the traditional system, scientific work is speeded up by means of "pre-prints", i.e. by notes or drafts of multi-graphic articles transmitted by post or now by fax between "befriended" research scientists. "Electronic publication" will accelerate these exchanges even further. It has the advantage that it limits the circulation of grey literature which tends to accumulate more or less unwittingly on the desks or on the bookshelves of libraries without ever being read. It should also serve to limit the production of articles in journals, publication only being undertaken after interaction with a network of friends. Conversely, it will further divide scientific communities into closed networks. It will assume a position alongside oral communities within which qualified information is disseminated which means that members can make considerable savings in terms of what they have to read.

This leads to a differentiation in respect of the information required by the research scientist: on the one hand, raw, highly specialized information as early as possible, on the other, more elaborate, synthetic information summing up an issue, the state of the art. This means longer access times but savings in the time needed to exploit the information. The latter type of information is of interest to general research scientists. It also reflects the needs of non-research scientists.

The race by research scientists for innovation should not be simply viewed in respect of the vanity involved in honours and career ambitions. It must also be seen in relation to increasingly relevant economic

Manfred Vollmer

challenges. Given the growing number of constraints which are being imposed on research scientists, STI is caught between two movements which are going in opposite directions. On the one hand, there is a veritable explosion in new technologies which will encourage durable public goods, which are easily transferrable and accessible. On the other hand, the taking over of information, its control in order to ensure its exploitation is becoming a growing challenge between its producers and its users. The researchers/producers tend to better protect their intellectual property and to restrict free access to what they have produced. The researchers /users, are trying to guarantee temporary monopolies of knowledge in order to enhance their reputation and to secure financing which would not otherwise be granted to them. Non-researchers/users, particularly private individuals, who are grasping the competitive importance of the information collected, would also like to gain control of use particularly as they are the co-financiers, or even the sole financiers.

There is a growing contradiction between an obligation in terms of public service - an obligation to divulge knowledge to benefit the fundamental research and situations stemming from the commercial value of results which encourage research scientists to exploit them directly either together with others or because research is co-financed under conditions other than patronage. The growing inter-action between public research and industry creates a contradiction in the use of knowledge: several publications made possible given the facilities made available by their links with companies, may not be published because some of the results are classed as confidential. As far as the information produced is concerned, to the question "Is this true?" is added the question "Is this sellable?".

Thus, STI is probably in the process of changing its status, a victim to a certain extent of its own success, which involved generating negotiable usefulness. It will be difficult for information on training to sidestep a movement of this kind because human resources are becoming a key factor in the competitiveness of companies. The development of this information on a European level will follow the same path given growing awareness of the European dimension in corporate strategies. Against this background, public research scientists will find themselves in situations which will be increasingly difficult to manage. This, in turn, will lead to perverse reactions on their part in respect of their tasks. The Commission of the European Communities and its specialized agencies, such as CEDEFOP, should address this matter as soon as possible.

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CEDEFOP Flash No. 3 1993 - Databases on vocational qualifications and courses accredited

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This is what has been set up for British research scientists in the "Best Europe" society. An agreement has just been signed by CNRS to extend its expert database to the research scientists of CNRS. Negotiations of the same kind are being conducted with other European countries.

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Decision-makers Information Needs in Vocational Training

From the East European perspective vocational training is an important issue in the process of European integration. Efforts to forge links between the two spheres of training, between the Hungarian and West European, are of crucial importance. In spite of inherent differences and their distinct features, there is a trend towards integration within Europe. This makes decision-makers currently faced with economic and political transition more open to developing a new type of vocational training system. This paper examines the information background to the decision-making processes, the nature of information on vocational training and the issue of how different systems may be compared. Undoubtedly, this paper goes beyond this by looking at activities which are feasible and which should be initiated.

The information background to decision-making processes

The formulation of vocational training policy involves many partners and it is no coincidence that more recent effort has focused on harmonizing interests in the vocational training sphere. While the human factor plays an increasing role in the formulation of economic policy, the role of the State is influenced increasingly by demographic aspects. Economic data and forecasts for the various sectors are a planning guide in the form of information on investment and on human resources. Such information is essential in order to make decisions on vocational training policy.

In modern market economies employment policy is the confluence of many channels of information which vary in quality. Synthesis of this information aims to ensure that labour is deployed efficiently in both social and economic terms. A global view must be taken of local interests as what may appear to be the optimal solution on a local level, can result in serious conflict at regional or sectoral level (for example, manpower rationalization to cut costs).

The State's information needs require synthesis of various information sources. When a system is taking shape, it is moulded by the decisions taken on the basis of the information available. Demographic and migration data is of prime importance and this is supplemented by information on institutional resources and funding, all of which identify the priorities to be pursued. Crisis management also calls for decisions based on statistical information and economic forecasting. Unemployment itself requires statistical analysis and examination of phenomena such as regional or mass unemployment or the problem of job-finding for school-leavers embarking upon a career.

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The nature of information on vocational training

The information on which vocational training policy decisions are based, spans a period which exceeds the vocational training cycles. This data, for example, contains information on the number of students leaving the education system, the potential recruits to vocational training programmes, and information on numbers employed in the different economic sectors and trades. Similarly, data on trends in the work-force, reflecting structural changes in the economy, is also required. Work-force trends result in changes in the demand for labour which follow on from crisis or investment in particular economic sectors.

It is essential that this data spans a period of some 10 years (more than twice the duration of the vocational training cycle). This would permit analysis of the dynamic aspects particularly if standardization of statistical data allows valid interpretation both nationally and on an international level.

Data relating to financial resources is equally important. This should cover funding for vocational training, state subsidies and the normative costs of training. Wage policy, a factor influencing regional mobility of labour, is another important statistical domain.

The free flow of labour and coordination of vocational training with capital flow are of crucial importance when comparing different vocational training systems (and qualification systems). Western companies' activities in Eastern Europe, both as joint ventures and independent companies as, for example, in car production, is a case in point. Such companies which make major investments run their own training systems which are designed at a multinational level and adapted to the specific national context. Statistical analysis of such phenomena poses numerous problems in both the national and international context.

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There exist two important statistical nomenclatures of international standards; one concerns employment and conforms to ILO standards, the other is the nationally-recognized list of trades for a national training system. These lists contain trades for which technical equivalence can be ascertained and which lend scope to bilateral and multilateral coordination. In view of post-1993 expectations in Europe, the development of such nomenclatures will become a priority task. Such work, however, requires a suitable legal framework, such legislation being indispensable for developing a statistical basis.

The issue of comparing different systems

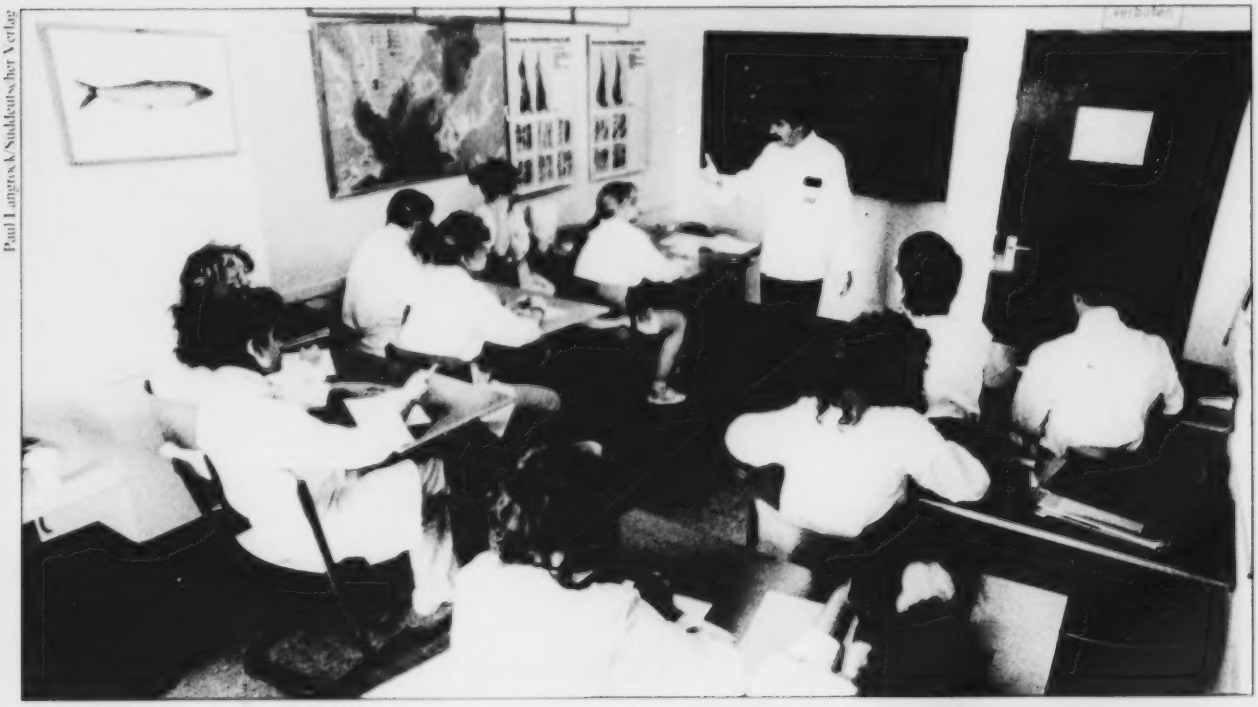
When it comes to comparing information on different vocational training systems, it is the qualitative rather than the quantitative aspect which tends to cause problems. For this very reason it is imperative that both regionally and on a European level thesauruses are developed containing synoptic descriptions of the concepts on which statistical analysis is based. Only through adaption and concertation of such concepts, fully or in part, can conversion of information for valid comparisons be made. In terms of global data, information on population and employment is fairly standardized. Disparities arise in the employment lists and the references to the various trades. It is unrealistic to expect total harmonization even on the medium term. Partial standardization and precise identification of divergence are prerequisite to determining a number of phenomena such as youth unemployment and retraining for the unemployed.

Coordination on an international level calls for bilateral agreements. On account of their historical context, vocational training systems, particularly in German-speaking countries, can be examined with relative ease. The problem is more complex in the broader international context and here bilateral coordination would seem to provide a solution. Hungary has taken initial steps in this direction with Austria, Germany and Italy. However, comparison of the Hungarian vocational training system with the British or a Southern European system, offer additional possibilities which should be developed. Comparison of functional analysis rather than of conformity between systems is more important as identification of differences can prompt high-level decision-makers to reach initial bilateral and multilateral agreements. This would permit harmonization of certain elements of the training systems. This could include the recognition of qualifications, mutual provision for apprenticeship and the harmonization of labour safety and working conditions.

Feasible and necessary tasks

Problem analysis is an important step on the path towards tangible projects and further selective analysis. No matter how mechanical a differentiated approach to the trade sectors may seem - particularly in the international dimension - analysis which includes the job aspect is indispensable.

The coming five to eight years require in-depth analysis of many aspects of the issue to attain overall consensus among political decision-makers on the issue of how to coordinate information on vocational training. The expansion of a network of vocational training centres and information offices on an international scale is essential to developing such a background. In this respect, CEDEFOP's role in coordinating a comparative approach and methodologies is unchallenged. Implementation of such projects requires additional resources and Community support. The complex issue discussed in this paper is a formidable task for decision-makers.



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Client-orientated information about education and the labour market in Europe

This article describes information which is essentially structured to serve the general public, against the background of the recent EURES projects which aim to promote placement in the international labour market.

The information needs of the client and the counselor

A casual visitor (client) to the Employment Exchange in Maastricht asks the counselor for information on her opportunities in the labour market, or to be precise: her opportunities of re-entering the labour market. No results so far have been obtained by asking family and friends, consulting local and regional newspapers and asking potential employers about their vacancies.

This client is looking for more and better information concerning existing and future vacancies in her district which might lead to a successful job application.

The employee at the Employment Exchange explains to the client that the Employment Exchange is indeed the right place to obtain this type of information.

The client can be registered as an unemployed person and would thus be notified as soon as suitable vacancies arise.

In the meantime, by rapidly screening a large number of vacancies, of which a short description, divided into different parts by clear sub-headings, is available in that part of the Employment Exchange which is open to the public, it has become clear that a more intensive search will be required to find a suitable job in the district.

After that it will be necessary to see if for this more intensive form of service a more specialised counselor is required for registration and help in seeking a job.

Upon completing registration, which involves the client and the couselor often looking at a computer screen and the client's particulars and other information relevant to the job market, and entering this into the computer, this will carry out a comparative supply-and-demand search. This search will be specifically directed towards vacancies which are known to exist but of which the description is not yet, or no longer, posted in the public area of the Employment Exchange.

The counselor will also check whether the expectations that the client has with regard to successful placement are realistic. The last ten years, during which the client did not form part of the workforce, saw important changes in the type of labour and the way firms and institutions are organised. According to two potential employers the client would need too long a period of time to become aquainted with the work, unless she previously took several general and a few more specialised courses.

Unfortunately the conversations with the potential employers were short so it was not clear which courses were being referred to. Where could these courses be followed, what would they cost, how much time would they take and what could the client expect when she had completed these courses? Would the vacancy still be available or would all her efforts have been in vain. Should she continue searching as she has been doing up to now or should she try something completely different. Perhaps something in a field in which she has not worked before, but in which there is a better chance of finding work. One is never too old to learn. But there is so much to be learned. Which of these market-orientated provisions, would be the best choice for this client? Who could determine whether she may be suited for a totally different course and profession?

It is clear from the above that the information required by a client of the Employment Exchange is complex and broad.

A satisfactory inquiry will require an enormous amount of specific information on education and the labour market. Many clients find it easy to assume that the Employment Exchange has the necessary information and can make it available in such a way as to be useful to the client.

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The average client takes for granted that the Employment Exchange has solved any problems concerning the availability of adequate, up-to-date and reliable information on the labour market. In practice this image is confirmed because a certificate of registration is quickly drawn up and printed. However the regional Employment Exchange only plays a small part in the dynamic process of development and the way in which firms and organisations make use of people's qualifications. The market share of about 30% is proof of this.

An important part of job placement is in fact the provision of information. Especially in a segmented and not very transparent labour market the existence of the Employment Exchange is justified. This is largely determined by the Employment Exchange's ability to provide the information required rapidly so as to optimize the distribution of the labour force over the existing vacancies. Prompt selection of suitable candidates for a vacancy and prompt selection of appropriate and available vacancies for unemployed clients is only possible if the necessary information is available, complete and up-to-date and is used properly and efficiently.

Production of Information and Infrastructure

This short description of the primary process of an employment strategy: attending to clients who come to the Employment Exchange searching for a job; who register as unemployed or who seek advice and help to improve their situation on the labour market, clearly shows that in a practical situation enormous amounts of information must be exchanged. This information ranges from simple data to extremely complex knowledge concerning the suitability of an unemployed person for filling a vacancy. The usefulness and effectiveness of the information also depends on it being reliable, relevant and rapidly available.

When producing information, a fact that is usually underestimated is that good use of this demands high standards of the user. Policy is an important, probably the most important, producer of complex information. Policy concerning the provision of labour is no exception to this rule. This draws up a code of conduct in order to have a particular effect on the labour market. Therefore agreements are made, many agreements are made: with administrators, with those implementing policies, with clients.

In order to properly implement the policy, i.e. to set priorities, those involved must be well informed or otherwise have the possibility of being well informed. After the information has been produced it is extremely important for a successful job allocation policy that the information is collated and effectively transferred to the people who need to use it.

The Employment Exchange already has an extensive infrastructure with computer facilities, networks and data management systems. They encourage use of this as an aid to the primary process and for management purposes. The development of the organisational infrastructure can hardly keep pace with the users' growing demands and the clients' high expectations. Despite this any activity directed towards improved use or the expansion of the information structure is strongly encouraged.

The Gathering and Distribution of Information

Nowadays the average access time to a hard disc is less than 20 milliseconds. However it still takes a counselor in the Employment Exchange in Maastricht, Gent or Aachen weeks and sometimes months to find out whether and under which conditions a 27 year-old woman, who is trying to re-enter the labour market and is dependent on welfare, with a certificate in domestic science and work experience in housekeeping and the retail trade, living in a border town like Eijsden, and who is following a transition course in Tongeren and a supplementary textile course in the Centre for Vocational Training in Seraing, can fill a hard-to-fill vacancy in Aachen.

Technically it is possible, of course, to place the distributed information in interrelated files, so that as a result, if the access time and the selection of the relevant data can be limited to a few seconds, one can expect a strong increase in productivity.

Apart from improving the systems, which are mainly registrational and are used for handling transactions, it is sought to improve the use of the available data by introducing systems, based on neural network technology, to support decision making, to be used for placement activities and education planning.

Exchange of Information

The gathering and use of relevant information concerning placement in the labour market in border areas is still underdeveloped. Several projects aim to intensify the exchange of information effectively. In a reasonably short period of time, employees can form a fairly exact image of their neighbouring country's situation, available material, personnel, students, tools, as well as addional information on how the setting came about, current views, demands for change, the changeability of the present setting and the realisation of the objectives. This can be achieved by means of conversations, publications, mutual visits and the exchange of experiences and practical training by employees.

A recent example is expansion of interregional cooperation in the European region Maas-Rhine, which includes the exchange of information on vacancies across national borders. Video-text terminals are being installed in Aachen and Heerlen so that an optimal allocation within the labour market of the European region is not hindered by the fact that information on the labour market stops at the border.

Moreover, the region of South Limburg is running two pilot projects aimed at intensifying cross-border activities (IGA).

These projects have as main objective the exchange of information and the use of each others expertise and experience in order to achieve better results, locating and removing existing barriers, revealing and making use of existing possibilities as well as creating new placement possibilities by further expanding cooperation within the European regions.

The region of South Limburg is running two projects which help to strengthen cross-border cooperation. These pilot projects aim to deliver tangible results and to allow

the border to cease to be a barrier. Working closely together the civil services involved with labour allocation make the labour market more transparent and approachable in a flexible way. Obviously the need for information must be well structured. A relevant fact is that knowledge of the European aspects of the region is already very important for the public in general and already receives much attention. The field of labour forms a special part of this. Working across the border immediately involves key issues such as social security and the (un)certainties concerning education, qualifications and certification. A strong accent is placed on these three aspects. An action-research model is being developed which means that the Employment Exchanges (Germany, The Netherlands, the Walloon, the Flemish and the German-speaking provinces of Belgium) develop their existing range of services in consultation in such a way that it becomes relevant and adequate for people who are trying to obtain information on the neighbouring country.

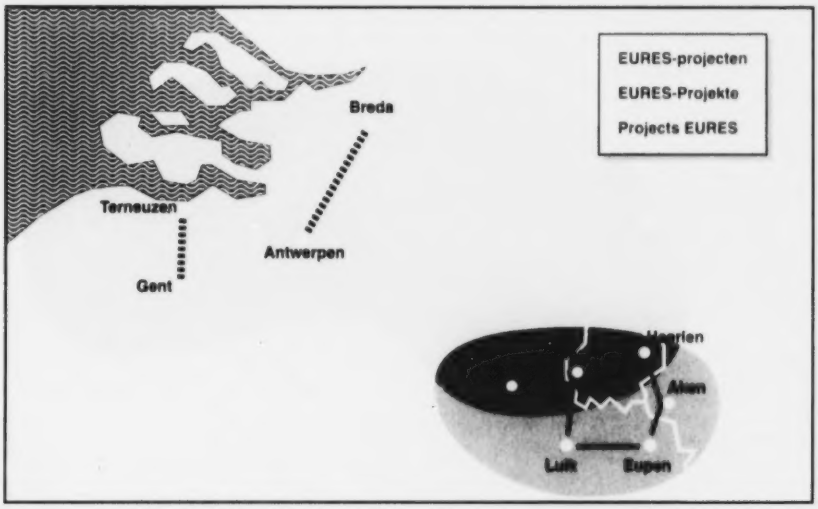
The automation of the information services is at this point still considered to be of secondary importance. Priority should be given to developing new products specifically for clients and adapted to their needs. Apart from that it is essential that the project generate tangible results and that there be no duplication of existing facilities. The IGA projects form part of the EC/EURES programme (European Employment Services) and links with other pilot programmes (for example, in Southern Europe, Italy/France and France/Germany) are being actively sought.

The real issue here is how the general public can be involved in these matters, so therefore it is of prime importance that the general public receive ample information. Information to the general public is absolutely essential. In the ROA-study (November 1992) it was already pointed out that the public had very little understanding of the meaning of "Europe after 1992".

It is precisely here, where the information to the public is concerned, that the local authorities, who are the most directly involved with and responsible for their citizens, could play a very important part. The local authorities have a number of operational facilities at their disposal and it is they who are closest to the public.

Special attention should be given to providing information to young people, the school-going child or the student who later will have to find his way in the European region. Here also the saying goes: learn young, learn fair. Specific teaching material or study packets could be developed to be used at primary and secondary schools as well as schools for vocational training. These should be practical, concrete and instructive. Present projects and the schools for vocational training involved in these projects could be used to obtain the necessary relevant information. Summarising and providing information to all age groups is considered to be an essential factor. In the projects there are six examples of operational cooperation.

(Aachen-Heerlen, Tongeren-Maastricht, Liege-Maastricht and Eupen-Aachen, Breda-Antwerpen, Gent-Zeeland). These partners have now decided that the concrete aims are to be chosen and developed that they can be measured and are of a very practical nature in terms of direct and indirect results of placement. Such aims and projects will be given substance during the next three years (1993-1995). Well designed network planning forms part of this. The joint effort of intermediary organisations, local authorities working together, provincial authorities etc. will result in there being concerted cooperation, i.e. real mutual checking and organising of tasks and jobs using the clients information needs as the main criterion.



Cooperation between Authorities

In the European region Maas Rijn the idea of a joint development of the labour market has been under discussion for some time. Recently a Deltaplan for the Development of Human Resources in the European Region was mentioned as a possibility. This plan would be similar to current plans on environmental planning and policy and cooperation between the authorities. The regions of Aachen, the Walloon provinces, the Dutch and Belgian provinces of Limburg are undergoing change and development. This is all the more reason to approach the structural changes in the number and the type of jobs on a larger scale using the cooperation in the European region and the instruments of integrated planning. Apart from the public offices of Employment Exchange other relevant partners: the management and trade unions obviously also cooperate at a level of European region. Their active input is absolutely vital as they have for a long time been part of the organisms in charge of the placement and provision of labour. Here also a network for developing a monitoring system of quantitative and qualitative trends on the labour market in the European region would be important not just from a tactical point of view. A Labour Market Information System for the European Region will soon be a reality. It is prerequisite for any kind of transborder policy (which necessarily is an integrated policy and one that is a result of advice, based on actual mutual cooperation on labour market issues).

A statistical information system for vocational training: Portugal

Vocational training plays a significant role in every aspect of development. While for a trainee vocational training is a means of enhancing his ability to adapt to a world of constant economic and technological change and thus of increasing his value to society, or of equipping a person out of work with necessary job skills, for employers the fact that it is becoming increasingly clear that in the years to come challenges to be met will be centred on quality, productivity and innovation achieved with better qualified human resources justifies the importance being given to vocational training.

Since vocational training - whether of young people, the unemployed or any other category of the working population - has to be regarded as an investment, it is important clearly to formulate a clear and systematic policy for vocational training and to set priorities for the short and medium term.

At company level the growing internationalisation of the economy, the stress being put on quality and the ability to compete with a new corporate organisation coupled, at the level of the labour market, with an emphasis on broader skills, job mobility and concern at the "disqualification" taking place with the advent of new technologies, call for in-depth studies to serve as the basis for appropriate qualitative and quantitative analyses.

Essential for this purpose is statistical information of every kind. But how should this information be obtained?

A statistical information system for vocational training

Providing adequate information on vocational training calls for more than gathering information on specific points - whether by means of surveys or by utilising the data contained in official records. Given the variety and complexity of the necessary information, efforts must be made to develop a genuine information system for vocational training able to meet the daily requests for the different types of information needed to implement a vocational training policy. However, despite its social relevance the specific data required differs considerably from that in other statistical fields.

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Thus whereas in many cases the necessary knowledge can be obtained on the basis of data for a given reference period, where vocational training is concerned there is a definite need for data to establish the situation before any action is started, for information on the practical steps taken, and for data resulting from the subsequent evaluation of what has been achieved.

At the same time, information on vocational training must cover all types of training - basic or continuous - as also the way in which they are necessarily interlinked or relate to any other relevant variables.

In view of the variety of purposes for which statistical information on vocational training can be used, no single source is sufficient to meet all requirements. It will therefore be necessary to create a system capable of combining data from different sources.

The system must be able to answer the following questions:

Why training?
What kind of training?
Who does the training?
How is training carried out?
Who is involved in training activity?
How do trainees benefit?
How do firms benefit?
What does it cost?

Each of these questions involves a number of aspects which the answers need to cover and on which information is required.

1. Why training?
a) Analysis of the unemployed population
b) Supply/demand situation
c) Creation of corporate and other businesses
d) Introduction of new technologies
e) Need for modernisation and expansion of existing firms
f) New forms of organization
g) Need to increase productivity

2. What kind of training?
a) Training methods
b) Link between economic activity, types of job and areas of training;

3. Who does the training?
a) Firms themselves

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b) Specialist training firms
c) Other profit-making bodies in the private sector
d) Trade and employers' associations, unions, vocational/professional bodies
e) Bodies set up by central government, social welfare authorities, other public institutions
f) Other bodies.

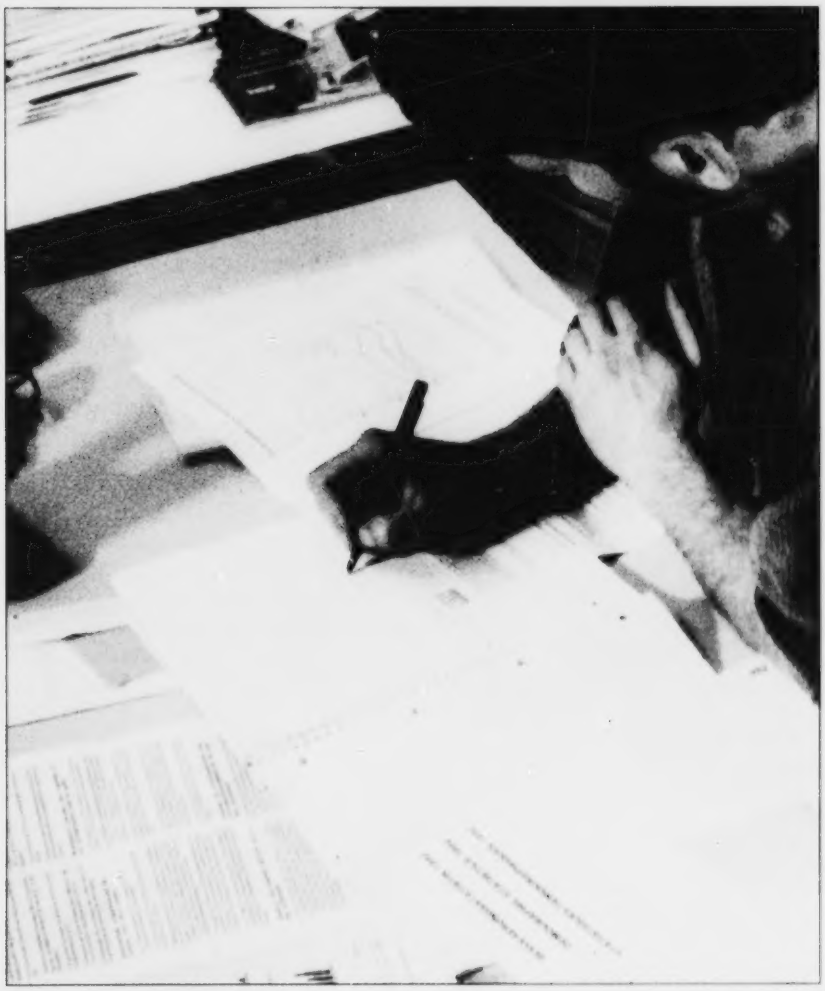
4. How is training carried out?
a) Place
b) Physical characteristics
c) Structures
d) Training plans
e) Training methods
f) Trainers
g) Duration
h) Target groups
i) Evaluation

5. Who is involved in training activity?
a) Young people not yet seeking employment
b) Young people not yet in work and seeking their first job
c) The unemployed
d) Long-term unemployed
e) The "hard core" unemployed
f) The unskilled
g) People in employment
h) People not in active employment

6. How do trainees benefit?
a) Access to a job
b) Inclusion in a workforce
c) Acquisition of occupational status
d) Improved qualifications
d) Career progress
f) Higher wages or salaries
g) Better working conditions
h) Greater job satisfaction

7. How do firms benefit?
a) Higher output
b) Higher productivity
c) Improved quality of products or services
d) Lower costs
e) Improved working conditions
f) Other

8. What does it cost?
a) Direct and indirect costs
b) Cost per training hour
c) Cost per training course
d) Cost per area of training and economic activity
e) Cost per trainee



Frank Lohmer

Potential information sources

The variety and scope of the above questions call for recourse to a large number of information sources. Thus access to official records is essential for information on costs or methods of training. Forms of application for vocational training, registration forms of those enrolling in training courses, particularly those currently out of work, forms requesting financial assistance for vocational training, job centre questionnaires or official records linking vocational training with other variables will generate a corpus of significant data. If these data are to be incorporated into the overall system enabling them to be read in conjunction with other data and fully exploited, they must be harmonised in terms of concept and terminology and uniformly classified.

At the same time, carrying out surveys of families, of the trainees themselves and of the bodies or firms responsible for training will produce a set of data constituting - again after the necessary harmonisation - an adequate basis for the studies to be carried out.

Those involved in the information system

When talking of an information system there is a tendency to confine one's remarks to the data required, methods of gathering information and the structures involved, while frequently ignoring the information providers, those who create the system and those who use it - all of whom are equally important.

While information users cannot be allowed to make unlimited demands - which often

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means that they are given very little - the information producers need always to bear in mind that it is not up to them to decide what information is necessary. On the other hand, the information providers are bodies having available information at individual level or grouped in some way or other which can be used to produce statistics.

It is important that information be of good quality and up to date, so that those providing information are motivated to respond rapidly and well. They must, therefore, not be overloaded either with requests or with an excessive volume of information. It is this balance that will mark the success of the system. It must not be forgotten that a vocational training information system is complex and that certain responses, as certain questions, will be delicate.

The Portuguese vocational training information system

That the importance of vocational training is accepted in Portugal is borne out by the fact that in July 1991 all the social partners signed an agreement on vocational training policy having regard to its relevance as a means of "enhancing the value of human resources indispensable to the functioning and modernisation of firms".

The agreement provided for

a) A furthering of vocational training designed progressively to bring it into line with the country's requirements
b) Trainer qualifications and effective organisation
c) A greater role for the social partners
d) Creating conditions to increase the effectiveness of existing structures

At the same time, the agreement covered a number of fields, one of which was "to promote the study and systematisation of training and employment statistics".

The result was the development in Portugal of a vocational training information system and the increasing availability of data permitting

- Formulation of policy measures in the field of vocational training
- Means for monitoring their implementation
- Their subsequent evaluation

The range of work carried out in this context has regularly been subject to the criterion of different reference periods, determined by the purpose for which the date is to be used:

a) Formulation of vocational training policy

- Macroeconomic projections of the requirements for skilled labour up to the year 2015
- Quarterly information on areas of skill needed by companies and in short supply
- Survey of vocational training needs over a three-year period (in cooperation with firms)
- Survey of the vocational training needs of the long-term unemployed
- Information on the need for vocational training for the unskilled

b) Monitoring measures

- Annual survey of vocational training activity
- Survey of vocational training structures
- Survey of training promoters

c) Evaluation of vocational training activity

- Record of people entering the labour market, survey of those having undergone training
- Study of young people entering employment
- Study of the unskilled finding jobs after a vocational training course
- Survey on the impact of training courses at company level

Because of the importance and the novel nature of some of the surveys carried out, we shall discuss here in more detail the surveys concerning the impact of vocational training courses at company level, vocational training activity and the vocational training needs of the long-term unemployed.

Survey on the impact of vocational training courses at company level

This survey, carried out at company level, seeks to evaluate vocational training activities in order to determine how the training offered by firms matches the demand for training from potential beneficiaries.

While in many EC countries it is quite usual to assess training from the point of view of the trainees as beneficiaries, it is in our view also important to carry out an evaluation at the level of the firms themselves.

The questions addressed by the survey already carried out were as follows:

- Structure of personnel within firms in terms of qualification levels between 1986 and 1990 - hence at the beginning and end of the evaluation period.
- People's situation as regards type of employment with the company at the beginning and end of the period.
- Main sources of finance for vocational training courses.
- Result of vocational training activities from the point of view of the firm, thus
  - Improvement in quality of products
  - Company operation
  - Greater rationalisation of production at administrative level at commercial level
  - Introduction of new technologies in production at administrative level at commercial level
  - Introduction of new equipment in production at administrative level at commercial level
  - Improved working environment
  - Greater workforce stability
  - Improvements in employees' career/remuneration
  - Greater internal mobility
  - Reduction in average age of workforce
  - Improved output and productivity
  - Improved in output
  - Improved productivity

Survey of vocational training activity

These surveys were carried out at company level using as detailed variables the type of economic activity, size of firm, training methods and source of training finance.

The surveys yielded inter alia the following efficiency indicators:

Cost
No. of training hours

Cost
No. of trainees

Training hours
No. of trainees

Survey of vocational training needs of the long-term unemployed

This survey was conducted with people registered with the job centre as unemployed for over a year.

The main purpose was to determine the vocational training needs of the long-term unemployed.

However, the survey also permits an analysis of the working life of the long-term unemployed and to see how this correlates with their having or not previously attended subsidised vocational training courses.

Results yielded by the survey included:
- Factors stated by the long-term unemployed to be obstacles to obtaining regular employment
- Reasons given for employment, job status and type of employment
- Type of vocational training courses already attended and their influence on the social and job situation.

However, the vocational training information system would not be complete without a set of data collected at regular intervals and analysed either from the point of view of the workforce or of the employing firm. Information concerning the vocational training market and the labour market would seem essential. This project is already in hand and the supply and demand for training is being established while training courses organised and needs met are being recorded and analysed, together with needs still to be met. It is thus hoped to create a sub-system which will efficiently provide up-to-date information.

- For planning and evaluating training at various decision- making and interest levels
- Providing a picture of the training market and serving as a basic instrument for identifying malfunctions
- Constituting a sound basis for information providing activities and vocational guidance
- Serving as a basis for deciding the methods to be used for vocational training

A vocational training information system at international level

If information on vocational training is of fundamental importance at national level from the points of view already mentioned, it is no less important in an international context. Obviously here the aim is basically to progress by way of studies and analyses which permit a comparison between one country and another.

Of course such studies will not be carried out on the basis of very sophisticated or detailed analytical information but on the basis of information which - and this is most important - permits comparison, and will only be related to the main variables within the vocational training information system. At the outset this fact will call for a wide-ranging uniformity of concepts, terminology and classifications. Unfortunately hitherto the main international bodies responsible for devising these - notably the ILO - have not directed their attentions to this area. Not until this year, at the 15th International Conference of Labour Statisticians, was it decided that the ILO would concern itself with statistics for vocational training.

The way has thus been paved for progress at international level.

Even so it would seem to us that given developments in Portugal priority should be given to assuring international comparability and organising data on the vocational training market, with global information on the supply and demand for training and the training needs already or still to be met.

The availability of such information, broken down by sex and larger age groups, would be a first step towards creating more information and at the same time providing quantitative and qualitative indicators that are easy to interpret both in statistical and evolutionary terms.

A major role devolves on the European Communities in lending impetus to this process of collating information from a number of countries in which, for various reasons, the subject of vocational training has assumed major importance. It will, therefore, be necessary to implement a series of initiatives and get under way a process which though in part merely statistical, does reveal the various factors influencing the vocational training market.

Frank Lehner

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CEDEFOP

Information policy and needs

- a Closed Circle or an Infinitely Long Line?

The users

A: "I get too much information, often about things that don't interest me. What I need is short, synthetic, up-to-date, comparative analyses on specific issues."

B: "I just need an address of an organization in another country and some further information on how I can follow a course there, and on what my first qualification is worth there - I have so much difficulty in obtaining any information."

A and B are both typical statements by information seekers. There are probably hundreds, perhaps thousands of type A. There are tens of thousands, perhaps millions of type B. And there are a lot of people in between. Most of the articles in this issue of the bulletin are concerned with the needs of group A - the senior policy-makers in both public and private sector. It is clear that information policy must be concerned with both groups, and systems must be specific enough to cater for their different needs.

These are the types of problems that an information provider is faced with, and if she is operating on the European Community level, there are further complications. Before looking at how CEDEFOP has tried to respond to these types of challenges, it is useful to consider some elements of information policy and the specific problems which operating at international/community level presents.

J. Michael Adams *

Head of Library & Documentation Service in CEDEFOP, Berlin

The expansion in demand

It is important to emphasize that the problems associated with information policy, or the lack of it, in relation to education and training, is not only, or even primarily, a European Community or international one. It is in the first place a problem at regional and national level.

The reasons for the increased demand for information are not difficult to establish. To the enormous expansion of education and training opportunities, particularly in post-compulsory education and within the framework of lifelong learning, must be added the rapid changing and development of education and training, due to the effect of social, economic, and technological changes. As far as information is concerned this means a quantitatively and qualitatively different set of target groups:

a) There are many more people involved in providing education and training.

b) They change and are more mobile than previously, e.g. more part-time as well as more full-time trainers in industry, and trainers in public and private organizations with short term contracts.

c) Education and training tend to be policy areas in which not only specialists, but also non-specialists are more and more involved, e.g. company directors, sales personnel of new machines etc.

d) There are more people searching for, and using, education and training opportunities.

e) These latter may come from social situations and families where there may be very little or no tradition of any but the most basic education and training, and where information on what is available often reflected low expectations and horizons, which no longer exist.

f) Due to the democratization of society and the growth in consumer consciousness and protection, people want to know as fully as possible about the opportunities and choices available to them, so that they can make their own decisions and not necessarily follow traditional patterns, or the least risk ones.

Approaches to solutions

To respond to this explosion of demands requires both changes in attitudes to information dissemination (development of an "open information culture"), and effective organisation and utilisation of available technology and instruments.

Education and training authorities need not only to show their awareness of this changing situation, but also to establish the necessary organisational frameworks for adequately responding to it. Individuals and organizations generally, while they may recognize the principle that "information is power", seem to find it much more difficult to arrive at and recognize a simple corollary, i.e. misuse of information is a misuse of power. In a democratic society information should, within established frameworks and limits, be distributed so that all who would find it useful, can use it. Large organizations, which clearly must maintain a degree of privacy and secrecy about some of their activities, often seem incapable of recognizing the advantages of an open information policy in areas where this would be beneficial to all involved.

Information flows too often remain within frameworks dictated by hierarchically-structured organizations, or by concern with a particular sector or geographical area. Many information providers tend to restrict their sources of information, and the group(s) to which they report to a

CEDEFOP

specific organisational, sectoral or geographical structure. However, the information a policy-maker needs often makes a synthesis of information from different sources necessary, while the individual trainer or trainee is not concerned with what source the information comes from, but whether the response has the precise information which is needed and is as comprehensive as possible. Organisational frameworks, geographical boundaries (at various levels), and strict sectoral delimitation, can certainly be of assistance in sorting, structuring and arranging information, but should not be allowed to become barriers. Interesting innovations and experiments can often have positive lessons and effects far beyond any narrow structural location, if information on them can be disseminated on this basis.

The European Community dimension in this problem?

The creation of the European Community, and in particular the development of its education and training programmes, has added an additional dimension to the problem of information in this area, but it has certainly not created it. Indeed, there is a strong case to be made for the view that the Community and most of its institutions have tended to be very much more open in providing information to all levels of enquirers, and in taking information policy seriously, than national and regional administrations have been. In the education and training field, Community initiatives and programmes have often been conceived, planned and carried through with a great deal of openness, and indeed their successful launching and development has often required a deliberate and planned information policy.

Initially, the Community, perhaps particularly in its information aimed at those in education and training and in social partner organizations, was over-concerned with convincing people that "Europe was a good thing", and there are perhaps still some elements of this approach remaining. However, now people are more interested in knowing precisely why and in what way Europe is good for them. Most of the reports on the recent referenda in Denmark and France have emphasized that people wanted more information which they could use in a practical way to establish what new opportunities being a citizen of a uniting Europe could bring them.

Information at EC-level on education and training

The questions people have, whether they are operating at a policy-making level or are asking an individual question, relate to information about:

a) Community programmes and activities
and/or
b) the situation in other Member States.

It is essential to make this distinction. The provision of effective information about Community programmes and activities is, in many ways, very much easier than that about the situation in other Member States, as the questions are likely to be more specific (e.g. related to how to participate in the programmes, or the results of them), and the channels, from the Commission through the technical assistance offices at Community level, the officials appointed to implement the programmes at national

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level and organizations involved in doing this, are relatively easy to define.

Questions about education and training policies or practices in other Member States raise a series of questions, such as:

a) Where does prime responsibility lie for creating mechanisms for dealing with this kind of question? How far should it be with community level institutions and organizations and how far a national and/or regional responsibility?

b) How can the answers provided be both short and to the point, but yet also ensure that sufficient information is given so that the context of the reply is clear to the enquirer?

Information on training, as distinct from education, presents additional problems of comprehension, as responsibility for the provision of different parts of training systems varies so much from country to country, and the training systems are so influenced by the economic structures and the labour market situation of the various countries. The danger of providing misleading answers, or answers which will be wrongly understood, due to the effort to be quick and concise, should not be underestimated.

The framework for CEDEFOP's activities

CEDEFOP as a small Community organization concerned specifically with vocational training, and with a clear mandate in its statute, as far as information activities is concerned, needs to continuously adjust its activities so that they are complementary to those of the Commission and other Community organizations. So, this information policy should be set within the framework of a Commission information policy in the field of education, training, youth, and human resources, which in turn should be an integral part of an overall Community information policy. While in some ways such a framework does not exist, there are in fact many elements and instruments of a Community level information policy in this area already in place.

The following list which naturally concentrates on areas related to training, gives an indication of these:

a) The Commission's offices (previously press and information offices) in the capitals and some other large cities of Member States. These offices are linked with the Commission's Directorate General for Audiovisual, Information, Communication and Culture (DG X). An indication of the size of the information effort is that the offices in Bonn, Berlin, and München dealt with 132,000 enquiries during 1992;

b) The offices both at Community level and at national level concerned with the implementation of the various human resource programmes, managed at Community level by the Task Force for Human Resources, e.g. PETRA, ERASMUS, COMETT etc.;

c) The national administration units of the European Social Fund and the other structural funds;

d) The employment-oriented networks of the Community, in particular MISEP, SYSDEM, and EURES, organised within the framework of the activities of the Directorate General for Employment, Industrial Relations and Social Affairs (DG V);

Thomas Machowina

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e) The Euro-Info-Centres, whose primary target group consists of those who either run or wish to establish a small- or medium-sized enterprise, within the framework of the activities of the Directorate General for Enterprise Policy, Distributive Trades, Tourism and Cooperatives (DG XXIII);

f) The EURYDICE education network. It is with EURYDICE in particular that CEDEFOP has co-operated closely, given the general brief of both EURYDICE and CEDEFOP for information in fields that perhaps 15 years ago could be clearly defined and separated, but which now overlap more and more. This cooperation is now taking place not just at Community level, but also between the units of the networks at national level.

CEDEFOP's information activities

Since its establishment CEDEFOP has explicitly recognized the importance of its information activities through its publications policy, and the creation of its library and documentation service and documentary information network. It can, however, be argued that all CEDEFOP's activities are information ones. Its research activities are concerned with the collection and processing of information and, indeed, each research project creates its own network in which information is exchanged and distributed on a multilateral basis, while the "Forum/Platform" function also involves an exchange of experience and information. The CEDEFOP guidelines for 1993 to 1997 and the 1993 work programme have underlined the need for an even closer integration between these various activities.

CEDEFOP's information policy is primarily based on the use of the written word. For financial reasons the number of people who can take part in CEDEFOP's meetings is very restricted. While film or video is an attractive instrument for presenting the work of an organization, it is much less effective in trying to present in any detail a vocational training system or issues related to a particular problem. Computer systems certainly help to process and store information in large quantities, and diskettes can now be exchanged like documents by post, but in the vast majority of cases the end-user still wants to have the material on paper and not on screen, although clearly, as computer skills become more generalised, systems become more transferable and products such as CD-ROM become cheaper to produce, there may be a change away from words on paper as the dominant information instrument.

Two main elements of CEDEFOP's information activities are

a) publications
b) the library and documentation service.

Publications

CEDEFOP has published almost all the research work it has commissioned. The themes of the publications reflect the top-

Dirk Lehnartz

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ies of CEDEFOP's work programmes, and how these have changed. So, for example, there was a concentration in the early 1980s on training for specific target groups, e.g. young people, women, and migrants, while later there was a concern with the impact of new technologies and the correlation between vocational training and regional development. Today the prime concern is with qualifications and vocational training systems.

The policy has been to publish in as many languages as seems useful and, given the resources available, feasible. This has meant that country-specific studies are usually published in the original language, and one or two other languages (usually selected from English, French or German), while synthesis and comparative reports are more likely to be published in a greater number of languages. Distribution is normally on a paying basis (although the price does not reflect the real costs of research and writing, translation and publication), through the Office of Official Publications of the European Communities (OPOCE) and its sales agents in the Member States and elsewhere.

Since the beginning of 1993 CEDEFOP has begun experimenting with a new publications series (Panorama), which will be published free of charge and will be distributed directly by CEDEFOP. This will contain documents of interest to a limited readership, such as conference proceedings, longer reports or monographs on a particular country, bibliographies etc. Synthesis reports and other publications will continue to be published through the OPOCE.

The Vocational Training Bulletin, which is published in all nine official languages and distributed on a paying basis through OPOCE, twice a year, deals with a specific theme in each issue and is CEDEFOP's "flag-ship" periodical, particularly geared to policy-makers and researchers. Each issue of CEDEFOP Flash reports on a specific CEDEFOP activity. It is published irregularly, about ten times a year, in English, French, German and some other languages, and is primarily geared to policy-makers, researchers and training practitioners. CEDEFOP Flash Special, on the other hand, reports in summary form not only on CEDEFOP's own activities, but also on training and related events in the EC Member States. It is published four times a year in English, French and German and is distributed free of charge to all those involved in training, wishing to receive it. It has been designed to be complementary to "Education and Training", published by the Task Force for Human Resources, Education, Training and Youth of the Commission of the European Communities, which is primarily concerned with Community level communities.

Library and Documentation Service

Even before the recent explosion of demand for information on training systems in other Member States, CEDEFOP received many enquiries about particular aspects of training systems and policies, which are not covered by its own activities and publications. It has been to create an instrument through which these questions could be dealt with and which would also be useful to CEDEFOP's staff and researchers working for them, that the library and documentation service was established.

The main principles behind its operation relate to

- decentralization;
- availability to as wide a user group as possible.

In a field like training, which is different from education, in that it takes place in many different locations and types of location, is administered by different organizations (government and non-governmental) and is financed in various ways and from different sources, a strict and rigidly-applied definition of a user group would be difficult. For an organization like CEDEFOP with the formal involvement of social partner organizations in its structure and activities, this would be undesirable.

Decentralization is a guiding principle, because information is likely to be much more used and better suited to the needs of the user, the nearer to him/her it is available. In addition, from a practical point of view, creating a large library and documentation centre in Berlin would require substantial resources and, as the potential users are scattered throughout the Community, it would probably not be used. The documentary information network, consisting of one organization in each Member State of the Community, gives expression to this principle of decentralization. Members of the network participate in a two-way flow of information with CEDEFOP. They also communicate directly with each other. They receive all CEDEFOP's publications, information on CEDEFOP's activities and on training developments at EC level. They provide to CEDEFOP information on training activities in their country, which CEDEFOP uses for its periodicals, its bibliographical database, and its library stock. It is CEDEFOP's intention that network members should be seen, at least for policy-makers and researchers, as **the** focal point in their country for information on training activities at Community level and in other Member States. Enquiries should therefore in the first place go to the network members and not to CEDEFOP.

The network members vary enormously in structure and size. For some, information on training is the main function, for others, information function is a minor part. It is at first sight a paradox, but in reality not surprising, that it is institutions with a well-established and developed information service, which may have the greatest difficulty in adapting to the standards, which CEDEFOP must impose in order to handle information at Community level, because they already have their own systems functioning to meet national needs and frameworks. Many of the organizations are not adequately equipped to deal with detailed enquiries from a wide target group, e.g. information on working and training opportunities in other Member States. Hence the necessity of creating new frameworks by a combination of Community, Member State and regional/local authority resources, such as the EURODESKS in Scotland, England and Wales, and Sources d'Europe in Paris.

As a result of this work with the network, CEDEFOP disposes of

a) a bibliographical database, available on-line through the European Space Agency's Information Retrieval Service, con-

Thapisa Machowma

taining some 20,000 references to books, articles, laws, grey material etc. produced in the Member States or by international or Community organizations. They all relate to vocational training policy or practice. For each item, apart from the usual formal bibliographical information, there are descriptors in English taken from CEDEFOP's Multi-lingual Vocational Training Thesaurus, and an abstract in English or French and in many cases also the original language;

b) a library containing some 10,000 volumes and 350 periodicals related to vocational training and Community activities. The objective here is to reduce, rather than add to the level of acquisitions and to try to be comprehensive and exhaustive only in relation to the Community level activities in the field of training;

c) about 1,300 theme-specific dossiers or sub-dossiers, each of which consists of extracts from publications, press cuttings, brochures and bibliographical references.

Using these sources, CEDEFOP in 1992 responded directly to approximately 1,800 enquiries. Network members also responded to a large and growing number of similar requests. Each network member received some 240 documents from CEDEFOP during the year. A further product has been the publication of selected and annotated bibliographies and documentary dossiers. During recent years a new approach has been adopted in this regard, aimed at providing a stronger transnational and comparative element. This approach is described in the short article by Mr. Geers (see page 39).

Multi-lingual tools

Library and documentation work in a multi-lingual setting requires having a tool which will make the analysis, storage and searching of documents by their content possible. CEDEFOP has therefore developed and published, with the assistance of the network members, a "Vocational Training Thesaurus" which is available in all official Community languages, except for Dutch and Danish. The latest totally revised version dates from 1992.

The future

Further convergence of the education and training systems in the Member States, and greater mobility of people across national boundaries to study, train or work, will require an even greater effort to provide information in a more effective way than in the past. As the point of delivery of this information should be in the Member States, the prime responsibility for creating these systems must be at Member State, regional or local level. The Community organizations, including CEDEFOP, clearly have an important role as clearing houses and processors of information. They should try to concentrate their attentions on the needs of policy-makers, senior practitioners, and researchers, but this assumes that other structures will be put in place to deal with the enquiries of individuals (trainers and trainees). A good deal may have been achieved, but there is a still a lot to do to ensure that the training systems and structures put in place at Community level and in Member States, are comprehensible to those who wish to use them.

Michael Adams has during recent years been responsible for CEDEFOP's documentary information network and for preparing a new series of monographs on the training systems. He is not responsible for CEDEFOP's information policy. The views expressed in this article are his own.

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Frederik Geers

Transnational dossiers

1. Objectives

Since the establishment of CEDEFOP's information network, members regularly compiled dossiers on one or other aspect of vocational education and training. These were national dossiers which included, alongside a selection of bibliographical references, the addresses and descriptions of relevant organizations and examples of training programmes. Regrettably, however, these often voluminous dossiers were little consulted, since policy-makers and practitioners in the training field were unable to find the information they wanted in structured and aggregated form and so could not compare relevant data on different countries and draw conclusions with a view to possible action.

This prompted a change of track and, from 1990 onwards, CEDEFOP encouraged network members to work together on the development of transnational dossiers which better met users' needs. Two have now been compiled, "New strategies to combat long-term unemployment in Belgium, Denmark and the United Kingdom" and "Environmental training in Belgium, the Federal Republic of Germany and the Netherlands". Fortified by these two exciting experiences I believe that it is possible to put on the market a user-friendly information product that is concise, lively, readable, manageable and comparative. Mindful of the risk of exceeding the strictly documentary dimension and of the information needs of the user, whether policy-maker, researcher or practitioner, I consider that a transnational dossier must comprise four components, which together determine its quality:

1. an analytical component, i.e. the relevant characteristics of each country;
2. a critical component, i.e. personal impressions of the situation in each country;
3. a comparative component, i.e. the identification of common and specific features on the basis of relevant variables;
4. an advisory component, i.e. suggestions as to possible lessons from the country in question.

2. Procedure

In the light of the above experiences, the procedure for the realization of this information product can be described briefly as follows.

- One or two members of the network develop a preliminary draft structure on the basis of the chosen topic. The choice of topic must reflect the information needs of their own institution or country or the desire to spread information at European level on successful initiatives at home.
- Interested partners are sought to form a team.
- The partners agree on a work plan and time table for the realization of the project, including a decision on which working language to use.
- The project team holds a number of working meetings of two or three days over a period of six-to-twelve months, one in each of their countries. Agenda items include:

  - exposition and discussion of the situation in each country, with a focus on the host country;
  - presentation and assessment of the collected material, with each partner committed to a thorough previously agreed preparation;
  - study visit: a tour of initiatives relevant to the topic (observation of practice, contacts with experts in the field). This empirical approach allows the foreign partners to familiarize themselves with the frame of reference of the host country, and they draw up mission reports on what they have seen;
  - distillation of elements for the synthesis report;
  - the last working meeting includes a brainstorming session on the items to be included in the conclusions and recommendations to be formulated in the group;
  - decisions on the presentation of the finished product.

3. The finished product and its uses

The finished product is a brief and easy-to-use synthesis report comprising three elements:

- a country-by-country synopsis,
- a comparative table,
- conclusions and recommendations.

Readers needing fuller information can turn to one or more appendices:

- detailed descriptions of relevant measures,
- mission reports,
- addresses and descriptions of relevant institutions,
- programme fiches,
- descriptions of European projects,
- bibliographical references, research work, and so on.

The utility of an information product depends on reaction by its users, so it is vital that dossiers include a feedback system - such as forms to be completed by users showing who they are and what they think of the objectives, content and form of the document - which will enable the product to be adjusted and refined.

CEDEFOP

prepared by
Maryse Peschel
Documentation
CEDEFOP

Community programmes and useful addresses

Under this heading we have listed the Community programmes and networks forming the main exchanges at Community level regarding the fields of education, training, employment and youth.

In order to save space, the addresses of the national coordinators are listed on a separate sheet, one version for each language of this Bulletin.

Continuing training

FORCE
(Continuing Vocational Training)
Project leader: Task Force for Human Resources, Education, Training and Youth [1]

Bureau d'Assistance Technique FORCE
34, rue de Nord
B-1000 Bruxelles
Tel: 322+2091311
Fax: 322+2091320

Training and mobility of young people

PETRA
(Action programme for the vocational training of young people and their preparation for adult and working life)
Project leader: Task Force for Human Resources, Education, Training and Youth [1]

Bureau PETRA/Jeunesse
2-3, Place du Luxembourg
B-1040 Bruxelles
Tel: 322+5111510
Fax: 322+5111960

ERASMUS (European Community action scheme for the mobility of university students)
Project leader: Task Force for Human Resources, Education, Training and Youth [1]

The **ERASMUS** office also coordinates the **NARIC** network (National information centres on the recognition of academic qualifications)

Bureau ERASMUS
70, rue Montoyer
B-1040 Bruxelles
Tel: 322+2330111
Fax: 322+2330150

Youth for Europe
Project leader: Task Force for Human Resources, Education, Training and Youth [1]

Bureau PETRA/JEUNESSE
2-3, Place du Luxembourg
B-1040 Bruxelles
Tel: 322+5111510
Fax: 322+5111960

Training and integration of women

3rd Community action programme for equal opportunities
Project leader:
Directorate-General V [2]

Directorate-General V - Equal opportunities unit [2]

NOW (New opportunities for women)
Project leader:
Directorate-General V [2]

European Social Fund Directorate - Coordination unit
Directorate-General V [2]

IRIS (Community network of training programmes for women)
Project leader:
Directorate-General V [2]

CREW (Centre for Research on European Women)
21, rue de la Tourrelle
B-1040 Bruxelles
Tel: 322+2305158
Fax: 322+2302080

Training and integration of disabled people

HELIOS (Community action programme for disabled people)
Project leader:
Directorate-General V [2]

Helios
79, avenue de Cortenberg
B-1040 Bruxelles
Tel: 322+7354105
Fax: 322+7351671

HORIZON (Community initiative concerning handicapped people and certain other disadvantaged groups)
Project leader:
Directorate-General V [2]

European Social Fund Directorate - Coordination unit
Directorate-General V [2]

Training and technology

COMETT (Cooperation programme between universities and enterprises for education and training for technology)
Project leader: Task Force for Human Resources, Education, Training and Youth [1]

Bureau d'assistance technique
COMETT
14, rue Montoyer
B-1040 Bruxelles
Tel: 322+5138959
Fax: 322+5139346

DELTA (Information technology-based systems for learning, and open and distance learning)
Project leader: Directorate-General XII - Telecommunications, information technology and innovation

Delta Central Office
Directorate-General XIII.F
Commission of the European Communities
200, rue de la Loi
B-1049 Bruxelles
Tel: 322+2963406
Fax: 322+2962392

EUROTECNET (Community action programme in the field of vocational training and technological change)
Project leader: Task Force for Human Resources, Education, Training and Youth [1]

Bureau d'assistance technique
Eurotecnet
37, rue des Deux Eglises
B-1040 Bruxelles
Tel: 322+7322000
Fax: 322+7322464

New employment qualifications

EUROFORM (Community initiative concerning new qualifications, new skills and new employment opportunities)
Project leader: Directorate-General V [2]

Links with the programmes: Eurotecnet, Force, Leda, Ergo

European Social Fund Directorate
Coordination Unit - Directorate-General V [2]
200, rue de la Loi
B-1049 Bruxelles
Tel: 322+2950368

ERGO (European Community Action Programme for the long-term unemployed)
Project leader: Directorate-General V [2]

PA Cambridge Economic Consultants Ltd
62, Hills Road
UK-Cambridge CB2 1LA
Tel: 4422+3311649
Fax: 4422+362913

LEDA (Local Employment Development Action Programme)
Project leader: Directorate-General V [2]

Local and regional development planning
South Bank Technopark
90, London Road
UK-London SE1 6LN
Tel: 4471+9228835
Fax: 4471+2611166

Language teaching

LINGUA (Community action programme to promote foreign-language competence in the European Community)
Project leader: Task Force for Human Resources, Education, Training and Youth [1]

Lingua Office
10, rue du Commerce
B-1040 Bruxelles
Tel: 322+5114218
Fax: 322+5114376

Programmes for specialists

ARION - Study visits for education specialists
Project leader: Task Force for Human Resources, Education, Training and Youth [1]

Arion Programme Assistance Unit
Pädagogischer Austauschdienst
KMK Sekretariat
Nasserstraße 8
D-53113 Bonn
Tel: 49228+501483/501495
Fax: 49228+261195

CEDEFOP programme of study visits
Study visits for vocational training specialists

CEDEFOP
Bundesallee 22
D-10717 Berlin
Tel: 4930+884120
Fax: 4930+88412222

Programme for preparing SMEs for the Europe of 1992
One of the aims of this programme is to train SME managers in strategic management with regard to the Single Market.

Commission of the European Communities
DG XXIII B 3 - Business policy, commerce, tourism and social economy
200, rue de la Loi
B-1049 Bruxelles
Tel: 322+2965944

Training programme for trainee managers within the EC in Japan / ETP - Executive Training
Commission of the European Communities
DG I - External relations - Japanese Division
200, rue de la Loi
B-1049 Bruxelles
Tel: 322+2963827
Fax: 322+2991023

Promotion of research: Human capital and mobility
The programme aims to develop European human capital in the fields of science, research and technological development as well as to promote the mobility of ideas and scientists within Europe.

Commission of the European Communities
DG XII (Science, research and development)
200, rue de la Loi
B-1049 Bruxelles
Tel: 322+2951111

Cooperation with Eastern countries

Phare (Poland-Hungary: Action for economic reform)
Project leader: Directorate-General I, External relations

PHARE Service Opérationnel
88, rue d'Arlon
B-1049 Bruxelles
Tel: 322+2991356/2991400
Fax: 322+2991777

ACE (Community action for cooperation in the field of economics)
Project leader: Directorate-General XII, (Science, research and development)

Directorate-General XII-H-1 ACE
Danial Bescontures
200, rue de la Loi
B-1049 Bruxelles
Tel: 322+235686
Fax: 322+2363307

Research scholarships and grants for economists from the East: students, doctors or research staff, as well as for economists from the West attending universities in Eastern countries.

TEMPUS (Trans-European mobility scheme for university students)

Project leader: Task Force for Human Resources, Education, Training and Youth

Bureau Tempus
14, rue Montoyer
B-1040 Bruxelles
Tel: 322+5040711
Fax: 322+5040700

Information networks at European level

1. Eurydice (The Education Information Network in the European Community)

Aims and tasks
The Eurydice network furthers the exchange of information on education systems and policies at a national and community level. It thus contributes to the intensification of cooperation between the Member States of the European Community.

The network has been in operation since 1980 and is made up of 15 units which are responsible to the Ministries of Education of the Member States and work in close cooperation with them. The European Unit, set up by the Commission, is responsible for their coordination and promotes exchanges within the network.

Activities and target groups
Eurydice collects information by way of a system of surveys and the establishment of databases which gives the education authorities direct access to the essential data relating to the education systems. Similarly, Eurydice carries out comparative analyses, and prepares and distributes publications which are available to a larger audience.

Communication techniques and tools
- Databases on the education systems of the Member States. These databases mainly contain textual and bibliographic material.
- Publications on education within the Member States and Community programmes.

How to obtain information about Eurydice:
Apply to the EURYDICE Unit of your Member State (see separate sheet) or to the European Unit in Brussels.

European Community
Eurydice European unit
15, rue d'Arlon
B-1040 Bruxelles
Tel: 322+2383011
Fax: 322+2306562

2. European employment survey

The European employment survey was set up by the EC Council Resolution C 328/1 of 30 December 1989. **NEC** (network of employment correspondents), **SYSDEM** (European system of documentation on employment) and **MISEP** (mutual information system on employment policies) are the main components of the European employment survey.

The European employment survey publishes the following periodicals
- Research (quarterly in DE, EN, FR)
- Central and Eastern Europe (half-yearly in EN)
- East Germany (quarterly in DE, EN, FR)

Directorate-General V - Employment, Industrial Relations and Social Affairs
Commission of the European Communities
200, rue de la Loi
M.J.W. Morley unit
B-1049 Bruxelles
Tel: 322+2956746
Fax: 322+2951204

NEC (network of employment correspondents)

The network of employment correspondents is a network of national civil servants working within the framework of the Council resolution on the European employment survey. The main aim of the network is to produce reports on two or three subjects each year regarding employment, the labour market, employment policies and, in particular, the sectors affected by the completion of the Single European Market.

Ecotec Research and Consulting Ltd
13B, av. de Tervuren
B-1040 Bruxelles
Tel: 322+7327818
Fax: 322+7327111

SYSDEM (European system of documentation on employment)
This system was set up in 1989 by Directorate-General V of the Commission for an unlimited period. Its main aim is to gather the information available in Europe on matters concerning employment and to provide the Commission with a system of analysis and evaluation.
This information is distributed in the quarterly bulletin **Trends** (DE,EN,FR) as well as in reports and information relating to employment. The Ecotec information service runs a documentation centre where the documents may be consulted, and a bibliographical database updated by national correspondents.

SYSDEM Information Unit
Ecotec Research and Consulting Ltd
13B, av. de Tervuren
B-1040 Bruxelles
Tel: 322+7327818
Fax: 322+7327111

SYSDEM Analysis Unit
Ecotec Research and Consulting Ltd
28-34, Albert Street
UK-Birmingham B4 7UD
Tel: 4421+6161010
Fax: 4421+6161099

MISEP (mutual information system on employment policies)
This system was set up in 1982 in response to the need for an exchange of information on employment policies within the European Community. The quarterly bulletin **Policies** (DE,EN,FR) presents the measures, policies and actions taken by the Member States in aiming to promote and increase employment in the European Community. The information is basically provided by national correspondents and allows the reports on basic information (RIB) to be kept up-to-date.

MISEP Secretariat
Institute for Policy Research
BP 985
NL-2300 Azleiden
Tel: 3171+253737

3. EURES (European Employment Services)

Following a proposal from the Commission, on 27 July 1992 the Member States decided to revive the **SEDOC** (European system for the distribution of vacancies and applications for employment) in order to adapt it to the new situations on the labour markets in Europe. In its new form, the system is to be known henceforth as EURES. The changes made should turn this system into an information network for vacancies and applications for employment in the Community, as well as for living and working conditions and, finally, the situation in the labour markets in the different Member States.

It is increasingly made up of a network of Eurocouncillors in the European public employment services, associated partners dealing with specific groups and socio-economic partners.

One new feature is the creation of a database necessary for disseminating information relevant to the target groups concerned with mobility. A computer network allows the Eurocouncillors to exchange information and access the database.

In time, EURES will offer assistance in decisions on mobility within the Community, both to applicants hoping to make use of this right and to companies recruiting on a European level.

Council Regulation (EEC) No. 2434/92 of 27 July 1992 amending Part II of Regulation (EEC) No. 1612/68 on freedom of movement for workers within the Community (OJ No. L245 of 26.08.1992)

For more information
Commission of the European Communities
Directorate-General V - Employment, Industrial Relations and Social Affairs
Unit DGV B2
200, rue de la Loi
B-1049 Bruxelles
Tel: 322+2990477
Fax: 322+29900508

or apply to the national public employment services.

Statistical information

EUROSTAT (Statistical office of the European Communities)
The statistical office has a large collection of statistics provided by national and international institutions and bodies. It publishes serials on specific subjects, especially on employment as well as **A Social Portrait of Europe** and **Europe in Figures**.
Many of the statistical databases which are structured by subject are accessible on-line.
For more information a **Catalogue of Eurostat publications and EDP** is published annually.

EUROSTAT
Bâtiment Jean Monnet
rue Alcide de Gasperi
L-2920 Luxembourg
Tel: 352+430133456
Fax: 352+436404

Bibliographic sources

Information about Community programmes

Commission of the European Communities. Activities in the fields of education, training, youth
Annual report from the Commission of the European Communities
Distributed by the Task Force for Human Resources, Commission of the European Communities [1]

Guide to the European Community programmes in the fields of education, training, youth (second edition)
Task Force for Human Resources, Education, Training and Youth, Commission of the European Communities [1], 1993, 86 p. (currently being printed)
This guide presents the aims and addresses of the different EC programmes, actions and networks in the fields of education, training, and youth.

EC research funding. A guide for applicants
Commission of the European Communities, DG XII, Brussels, 1990 (2nd edition)
ES, DA, GR, EN, IT, NL, PT, DE, FR
This guide presents all the Community research programmes: aims, admission requirements and addresses.

Learn, study and work in Europe

CEDEFOP is currently preparing a series of **monographs on vocational training systems** in the Member States (in the process of publication)

Citizens' Europe. Information sheets
Commission of the European Communities - Directorate-General X, Information and culture, Brussels, 1992
DA,DE,EN,ES,FR,GR,IT,NL,PT
Distributed by the Commission of the European Communities - Directorate-General X - Audiovisual, information, communication, culture, rue de Loi 200, B-1049 Bruxelles

The aim of these sheets is to give, as clearly as possible, a description of the individual and collective rights which the citizens may expect from Community legislation together with certain actions and programmes initiated by the Community which affect European citizens in their daily lives. This report, which will be up-dated, covers the following main subjects: the rights of the citizens and workers, the equal treatment of men and women, social security for migrant workers, looking for work, the recognition of diplomas, mobility and training.

European handbook for guidance counsellors
Commission of the European Communities - Task Force for Human Resources, Education, Training and Youth - PETRA
Verlag Karl Heinrich Bock, Bad Honnef, Federal Republic of Germany, 1993, 531 p.
ISBN 3-87066-308-1
DE,EN,ES,FR

This edition is an experimental version published by the Commission of the European Communities to allow the handbook's users to evaluate its usefulness. The handbook is aimed at those who advise young people and presents a brief description of initial training systems (education and vocational training), as well as the world of work in each Member State. It lists information sources and databases on a Community level, institutions and guidance services as well as the main reference works on the different training sectors.

Directory of University Student Guidance Services in the EC
De Boeck Université, Brussels, 1991, special pagination
ISBN 2-8041-1469-4
EN,FR

The classification adopted is by country and, within countries, by town in alphabetical order. The presentation of the entries for each country is preceded by an outline of the organisation of the system of higher education and also the organisation and functioning of university guidance services. This information is brief and succinct, each entry comprises: the name of the service and its director, principal aims and objectives; description of the users and the services offered.

A guide to higher education systems and qualifications in the European Community
Wijnaindts van Resandt A
Commission of the European Communities, Kogan Page Ltd & Office for Official Publications of the European Communities, London & Luxembourg, 1991, 425 p.
ISBN 0-74940-387-X (Kogan Page); 92-826-2676-8 (Publications Office of the EC)
EN

Since January 1991, a new European Community system for the recognition of higher education diplomas has made it easier for Community citizens to practise their profession in the Member Country of their choice. To take advantage of the freedom of movement made available to them, citizens - employers and employees alike - will need to be cognisant of the wide variety of certificates, diplomas and degrees that are now valid across national boundaries. The purpose of this guide is to provide such information. A general introduction is followed by 12 chapters, dedicated to each Member State and detailing: The organisational structure of higher education; Awards procedures and standards; Lists of qualifications and diplomas;

Specialist and professional qualifications; Key academic terms and further reading.

Student Handbook. Higher Education in the European Community
Mohr B
Commission of the European Communities, Deutscher Akademischer Austauschdienst (DAAD), Office for Official Publications of the European Communities, Luxembourg, 1990, 537 p.
ISBN 92-826-0740-2
DA, DE, EN, ES, FR, GR, IT, NL, PT

This manual provides information on the structure of the higher education systems in each of the twelve EC member states, the institutions and the qualifications they offer, admission requirements, and tuition fees; scholarships and grants, and entry and residence regulations.

Study in Europe
Verdier M
Agence de presse ZELIG, Calmann-Levy, Paris, 365 p.
FR

This guide offers practical information on studying abroad: grants, Community programmes. The second part describes higher education in each of the Community Member States - with the exception of France, which it is assumed the reader already knows. The third part analyses the different disciplines: economics and management, law and political science, engineering, science and medicine, literature and languages, social sciences, arts and communication.

Diplomas in Europe: the different education systems, all the diplomas and their equivalents
Morard M-C
Solar, Paris, 1991, 211 p.
ISBN 2-2630-1684-8
FR

This work presents the education systems of 15 European countries with an introductory section examining cooperation within the EC in the field of education. This section presents the principles of mutual recognition of diplomas and Community cooperation programmes. The third section consists of an index which lists higher education diplomas, universities and European institutes of higher education, followed by comparative tables by discipline for the 15 countries.

FEANI INDEX: schools and courses recognised for the qualification of EUR ING
European Federation of National Engineering Associations (FEANI), Paris, 1992, special pagination
ISBN2-906641-01-4
DE, EN, FR

This is a guide to schools and courses which meet the FEANI minimum standards for engineering education, and a register of courses recognised for the qualification of European Engineer, EUR ING. The minimum standards and duration of engineering education are described in three languages, English, French and German, in the introduction. The list of schools and courses is structured by country to give the following information: short account of engineering education as part of the national education system, including a diagram; names of schools and courses; academic titles in their full and abbreviated form; minimum duration of study.

European Society for Engineering Education (SEFI)
Comina C, Liege, 1990, 566 p.
ISBN2-87352-000-0
EN, FR

This handbook of engineering education in Europe is the result of questionnaires circulated to engineering colleges and technological universities in 17 countries. The work is divided by country, each section beginning with a description of the national engineering education system and followed by the structure and characteristics of every institution providing engineering courses, details of disciplines, course contents, specialisations, duration, fees, numbers of students admitted and entry requirements, practical experience and possible post graduate studies. An uniform layout is used to describe institutes and courses in two languages, English and French, and it facilitates comparison of countries and courses. 400 colleges and universities, and 1,800 study programmes are described.

Working in the European Community a guide for graduate recruiters and job-seekers - 3rd edition
Raban A J
Communities of the European Community, Publications Office of the EC & Hobsons Publishing, Luxembourg & London, 1991, 210 p.
ISBN92-826-2085-9 (EUROP);
1-85324-516-X (Hob)
EN

A guide for employers, careers advisers, placement officers and job-seekers on work opportunities for graduates in the 12 European Community Member States. The book has a general introductory section which includes information about the problems of international recruitment within the European Community as well as the various rights that citizens have to work in other Member States.

Databases

CEDEFOP bibliographic databases

Eudat (European Association for the Development of Databases on Education and Training)

Eudat is an association which brings together public and private bodies from the Member States of the European Community (including Community institutions and agencies) managing

or using a database on education and training. Eudat's role is to promote databases on education and training in Europe. Eudat has published a **Directory of databases on education and training in the European Community**.

Eudat
Centre Inffo
Tour Europe cedex 07
F-92080 Paris la Défense
Tel: 331+41252222
Fax: 331+47737420

(1) Task Force for Human Resources, Education, Training and Youth

Commission of the European Communities
200, rue de la Loi
B-1049 Bruxelles
Tel: 322+2951111/2991111
Fax: 322+2957295

The Task Force edits the bulletin **Education, Training** in DE, EN, FR as well as in the language of the Council president. It is distributed by the Office for Official Publications of the European Communities.

(2) Directorate-General V - Employment, Industrial Relations and Social Affairs

Commission of the European Communities
200, rue de la Loi
B-1049 Bruxelles
Tel: 322+2951111/2991111
Fax: 322+2957295

Directorate-General V edits the periodical **Social Europe** in DE, EN, FR (3 issues per year + supplements) as well as the annual report **Employment in Europe**. These two publications are distributed by the Office for Official Publications of the European Communities.

Bibliographic reference works

Directory of public databases produced by the Commission of the European Communities
Commission of the European Communities, Directorate-General Staff and Administration. Directorate "EDP". Computing centre
Office for Official publications, Luxembourg, 1992, 71 p.
ISBN 92-826-1512-X
DE,EN,ES,FR

This guide aims to present the databases produced by the Commission covering the areas of Community action (law, economics, science and technology, environment, information market, employment, etc.). The databases are distributed via two channels:

commercial users/distributors, as well as by the two Commission users, **EUROBASES** and **ECHO**. The directory has four sections:

a list of databases by acronym and by subject; a description of databases as well as details of their distribution; lists of commercial users and agents; useful addresses.

The development of databases on education and training in Europe
Commission of the European Communities, Task Force for Human Resources, Education, Training and Youth
Office for Official Publications, Luxembourg, 1992, 73 p. + annexes
ISBN 92-826-4668-8
EN, FR

This report was produced in preparation for the conference, organised by the EC Commission in cooperation with the Dutch Government, on databases in the field of education and training, Maastricht, November 1991. It looks at recent technological developments and market trends which influence the state of the art with regard to the development of databases in this area. The problems are studied from the point of view of producer and user. Attention is paid to methods of collecting and organising data.

Databases on vocational qualifications and courses accredited. Report on the workshop organised by CEDEFOP at Nürnberg on 25 and 26 November 1992
CEDEFOP, Flash 3/93, Berlin, 11 p.
DE,EN,FR

During 1992 CEDEFOP commissioned two projects to investigate the current situation with regard to databases on vocational qualifications in Member States of the European Community and the possibilities for networking such databases. This Flash presents the main results of these two studies discussed during the workshop and gives an overview of current databases as well as trends in Germany, France and the United Kingdom.

These studies have not been published but are available upon request from CEDEFOP:

■ **Databases on Vocational Qualifications and Courses Accredited: A survey on the present situation and recent trends in the Member States**
Guildford Educational Services Ltd., Guildford, 1992
(Report to CEDEFOP, 47 p. + annexes)
(Summary of report, 9 p.)
EN

■ **Vocational training qualifications and courses accredited, EC-networking and/or level promotion of databases**
Budin G.
Infoterm, Vienna, 1992, 45 p.
EN

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B

FOREM – L'Office communautaire et régional de la formation professionnelle et de l'emploi

VDAB – Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding

CIDOC – Centre intercommunautaire de documentation pour la formation professionnelle

ICODOC – Intercommunautair documentatiecentrum voor beroepsopleiding

Boulevard de l'Empereur 11, B – 1000 Bruxelles, Tel. 322+5025141, Fax 322+5112960

Institutions

1. Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding (VDAB)
Intercommunautair Documentatiecentrum voor Beroepsopleiding (ICODOC)
Keizerslaan 11
B-1000 Brussels
Tel :322+5025001
Fax: 322+5025474

Office communautaire et regional de la Formation professionelle et de l'emploi (FOREM)
Centre intercommunautaire de documentation pour la Formation professionelle (CIDOC)
boulevard de l'Empereur 5,
B- 1000 Brussels
TEL :322+5025141
Fax :322+5025474

In Belgium the VDAB and the equivalent for the Walloon provinces, the Forem, function as the Belgian member of the CEDEFOP documentation network. The tasks directly involved with information are carried out by ICODOC/CIDOC. This information centre has a pioneering function in bringing about a coherent information system on education in Belgium.

Since 1988 the Flemish department of ICODOC/CIDOC has been gathering and disseminating information on current and completed research on vocational training. The integration in 1990 of the ICODOC and of the CIDOC in 1991 in the corresponding Departments of International relations of VBAB and FOREM resulted in the documentation centre being used for expert advice in Europian action programmes such as FORCE, EUROTECHNET and activities in favour of Eastern and Central Europe.

2. Ministerie van de Vlaamse Gemeenschap - Department Onderwijs
Centrum voor Informatie en Documentatie (CID)
Koningsstraat 150,
B- 1000 Brussels
Tel :322-2105393
Fax :322+2105409

The "Centrum voor Informatie en Documentatie" (Centre for Information and Documentation) of the Department of Education aids this department in performing its tasks. Firstly, it is an information service where members of the general public can ask questions about education, but it also engages in activities of its own such as providing multimedia information on education, information for the press, public relations for the department...

The CID also has a publication of its own for those involved with education in the Flemish provinces, called "Klasse" of which 16000 issues appear monthly. The CID also has a library, which apart from general information specialises in pedagogical and didactical literature and documentation.

The Centre has its own databank ADIOV (Automatisch Documentatie en informatiesysteem voor het onderwijs in Vlaanderen), Automatic Documentation and information system for education in the Flemish provinces. Material from the most important books on education, research and publications in the Flemish provinces can be found here. The CID is the representative of the Flemish provinces in EURYDICE and participates in the activities of EUDISED (network and database including descriptions of research in the field of education in the Flemish provinces)

Ministere de l'Education, de la Recherche et de la Formation-Service des Relations internationales- Unite francophone d'Eurydice
rue Royale 204,
B- 1010 Brussels
Tel :322+2105525
Fax :322+2105538

3. Steunpunt Werkgelegenheid Arbeid Vorming
E. Van Evenstraat 2B
lokaal B. 01.18,
B- 3000 Leuven
Tel :3216+283239
Fax :3216+217010

The main purpose of a "Steunpunt", the activities of which are coordinated by the national "Diensten voor Programmatie en het Wetenschapsbeleid" (department for Programming Research Policy) is to provide as comprehensive a service as possible to research institutes, government bodies, department in social organisations working on the problems concerning unemployment, labour and training.

The activities include:

- development of an information centre
- publication of a newsletter
- organisation of seminars providing general information
- development of a research network
- development of their own methodical research on surveys on the labour market, surveys and follow-up of graduates in the labour market, setting-up databanks with data on changes of the labour market etc.

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Most Important Sources of Information

1. Databanks on literature on education and training

- BIBLIO: for address see VDAB-FOREM, ICODOC-CIDOC
- ADIOV: for address see CID of the Department of Education

2. Databanks on training possibilities

National

Formbase
Management Information
Bossaertlaan 18,
B- 1080 Brussels
Tel :322+4250230
Fax :322+4250870

Socrates
Josica c.v.
Groenstraat 230, B- 1800 Vilvoorde
Tel :322+2510458

Flemish Provinces

ORBIS (Opleidingen Relateren aan Beroepen Instellingen en Scholen)
Centrale voor Studie- en Beroepsorientering en Psycho-medische centra (CSBO)
M. Lemminnierlaan 129,
B -1000 Brussels
Tel :322+5135708
Fax :322+5124725

Onderwijsgids- Vormingcentrum voor de PMS-Centra voor het Gemeenschapsonderwijs
Zavelpuntstraat 20,
B- 1000 Brussels
Tel :322+2184765
Fax :322+2191685

Scholendatabank- Departement Onderwijs- Cel voor Gegevensbeheer
Rijksadministratief Centrum
Arcadengebouw 3031,
B -1000 Brussels
Tel :322+2105117
Fax :322+2105372

STUMOVO: Studiemogelijkheden voor volwassenen Centrum voor Andragogisch Onderzoek
Liedtsstraat 27-29,
Tel :322+2426947
Fax :322+2422610

Franse Gemeenschap

Carrefour- Formation du Forem
bd Anspach 30-36 Anspach Center - 1e et.,
Tel :322+2173877
Fax :322+2178952

CEDIEP
- DATASUP (Enseignement superieur)
- ORIEP (outil de recherche et d'information sur les etudes et les professions)

CEDIEP
rue Philippe Baucq 18,
B- 1040 Brussels
Tel :322+6491418
Fax :322+6499490

CID (centre d'information et de documention Etudes-Professions)
UCL-Gestion Informatique
place de l'Universite 16,
B -1348 Louvain-la-Neuve
Tel :3210+451426
Fax :3210+454614

SIEP (Service d'information sur les etudes et les professions)
chee de Wavre 205,
B- 1040 Brussels
Tel :322+6400832
Fax :322+6419008

SOCRATE
Direction general de l'Enseignement superieur- Cellule Europe'92
Cite administrative de l'Etat- Bloc D- 6e et. 206 rue Royale,
B- 1010 Brussels
Tel :322+2105567/68
Fax :322+2105517

The VDAB for the Flemish provinces and FOREM for thr Walloon provinces are presently trying to place the different databases on respective training possibilities in one larger database.

- **Publications on sources of information**

Periodiek Overzicht van Belgische Publicaties over Beroepsopleiding, quaterly publication published by ICODOC-CIDOC (VBAB-FOREM).

This bilingual review gives the reader an idea of the articles published in Belgium on vocational training, including the subject and other details, over a certain period of time. Using an interactive system between the stored documentation and the user, the latter receives a complete bibliographical card with excerpts on every indexing. It also contains a European page with information on European laws on vocational training as well as action programmes and conferences.

The following two publications are quarterly publications which report on research, statistics, publications, databases, workshops using subject matter handled by Steunpunt Werkgelegenheid Arbeid Vorming and Point d'Appui Travail Emploi Formation. The publications are Nieuwsbrief and Lettre d'information.

DK

SEL

STATENS ERHVERVSPÆDAGOGISKE LÆRERUDDANNELSE

Rigensgade 13
DK–1316 København K
Tel. 45+33144114
Fax 45+33144214

Main sources on vocational training in Denmark

Undervisningsministeriet
Frederiksholms Kanal 21
DK-1220 Copenhagen K
Tel. 45+33925000
Fax 45+33925547

The Ministry of Education ('Undervisningsministeriet') furnishes information regularly on training and research activities. Six times a year, the journal **"Uddannelse" is** published, presenting articles in depth concerning training matters within selected topics. Once a fortnight, **"Undervisningsministeriets Nyhedsbrev"** is issued, providing a detailed overview of new initiatives, laws, training courses, finance and administration, publications, etc., embracing the whole of the Ministry's activities, including vocational training.

Undervisningsministeriet
Erhvervsskoleafdelingen (ESA)
H.C.Andersens Boulevard 43
DK-1553 Copenhagen V
Tel. 45+33925600
Fax 45+33925666

By means of the newsletter **"Erhvervsskoleafdelingen Informerer",** detailed information is presented about 6 times a year on finance, administration, notices and announcements, biographical data, publications, statistics, etc., within vocational training. The target group is vocational schools and parties interested in vocational training.

Arbejdsmarkedsstyrelsen (AMS)
Blegdamsvej 56
Postbox 2722
DK-2100 Copenhagen
Tel. 45+35288100
Fax 45+35362411

AMS issues annually **"Kursushåndbogen",** courses for semi-skilled workers, which provides a complete list of the vocationally-oriented training courses offered by the 24 AMU-centres. The individual AMU-centres themselves provide to a great extent information on training offered within the local area.

Rådet for Uddannelses- og Erhvervsvejledning (RUE)
Æbelogade 7
DK-2100 Copenhagen Ø
Tel. 45+39177600
Fax 45+39177629

RUE was set up in 1981. Its purpose is to contribute to development and coordination within the sphere of vocational guidance and in the training of careers advisers, and to manage the production and distribution of guidance literature and materials. RUE uses several means of information. Once a year, the publications **"Studie og Erhvervsvalget"** and **"Erhvervsuddannelser efter 9. og 10. klasse"** appear, providing a detailed overview of vocationally-orientated courses. Four times a year, the journal **"RUE Revue"** is issued, providing information on wider questions of guidance. In addition, **"Erhvervskartoteket"** is published. This contains the largest and most detailed amount of information on training and jobs in Denmark. There is a printed edition, and also CD-Rom and a diskette version.

Studie og Erhverv A/S
Helsingørvej 10
DK-3480 Fredensborg
Tel. 45+42285505
Fax 45+42280324

The publishers Studie og Erhverv A/S have a wide range of EDP-tools for use in training and vocational guidance. The EDP-programs "**DUE**" (Computer-aided Training and Vocation Guidance) and the larger "**Maxi-DUE**" program, which provides updated information on more than 600 job descriptions and the relevant training courses are widely used.

Institut for Konjunktur-Analyse A/S (IFKA)
Aabenraa 29
DK 1124 Copenhagen K
Tel. 45+33328270
Fax 45+33930367

IFKA is a private analytical institution which, among other things, publishes 20 times a year the journal **"NYT om Efteruddannelse", providing** a comprehensive overview of continuing training in Denmark. The regular articles cover, for example, the topics new initiatives, laws and promulgations, news about courses, literary reviews and press cuttings.

Udviklingscenteret for Folkeoplysning og Voksenundervisning
Tordenskjoldsgade 27
DK-1055 Copenhagen K
Tel. 45+33325533
Fax 45+33144083

'Udviklingscenteret' is an institution set up in 1985 to promote the modernization and development of general and adult education. In the Cen-

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tre's newsletter "Ny & Nae", information is published regularly on new laws and circulars, new research media, new development projects and particularly exciting initiatives in Denmark and abroad. The journal is published 4 times a year. In the database "VAKS", brief items of information concerning development programmes and research are **recorded.**

Arbejdsmarkedets Center for Internationale Uddannelsesaktiviteter (ACIU)
Hesseløgade 16
DK-2100 Copenhagen Ø
Tel. 45+39271922
Fax 45+39272217

ACIU was established in 1991 by the labour market partners, in co-operation with the Ministry of Labour and the Ministry of Education. The purpose of ACIU is to strengthen the internationalisation of vocational training in Denmark, and the Centre is the Danish co-ordination centre for the EC-programmes FORCE and PETRA. ACIU considers it an important task to disseminate information, both in connection with the EC-programmes and in conjunction with internationalisation generally. ACIU issues 10 times a year a newsletter **"Nyt fra ACIU"** containing brief factual information on EC-programmes, the internationalisation of vocational training, etc.

Statens Erhvervspaedagogiske Laereruddannelse (SEL)
Rigensgade 13
DK-1316 Copenhagen K
Tel. 45+33144114
Fax 45+33144214

SEL is the national training institution for teachers at commercial colleges, technical colleges and AMU centres. SEL's functions have been changing increasingly to embrace research and development work on vocational teacher training, and the institution has many international activities. Information activity is connected especially with the holding of courses and conferences, where specific information is provided on national and international vocational training questions. SEL issues annual course handbooks, together with regular offers to schools and centres. SEL's library contains a comprehensive collection of paedagogic publications, and houses CEDEFOP's bibliographical "CEDO database".

D

BIBB

Bundesinstitut für Berufsbildung
Fehrbelliner Platz 3
D-10707 Berlin
Tel. 4930+86430
Fax 4930+86432455

The most important information sources

Bundesinstitut für Berufsbildung (BIBB)
Fehrbelliner Platz 3
D-10707 Berlin
Tel. 49 30 86430
Fax 49 30 86432455

The Federal Institute for Vocational Training has been engaged in scientific research on initial vocational training and continuing vocational training for more than 20 years.

Their media data bank was opened in 1976. It includes descriptions of more than 5 000 different teaching aids of all types which can be used in training (audiovisual media, book programs, training course material, computer programs). These are indexed according to type of media, occupational field, subject and contents with the descriptions being based on the data provided by some 350 publishing houses and media producers. Since 1974 the documentation department has been running an information service in print with its "Literaturinformationen zur beruflichen Bildung" ("Information on vocational training literature") published six times a year. Each year it furnishes information on about 1 200 publications on vocational training and vocational training research. As of mid-1993, data from 1986 onwards will also be available on disk.

Institut der Deutschen Wirtschaft e.V.
Bereich Datenbanken
Gustav-Heinemann-Ufer 84-88
D-50968 Cologne
Tel.: 49221+376550
Fax. 49221+3765555

The Institute of the German Economy makes some data banks accessible to the public free of charge or at especially low rates via the Datex-P network. Some data banks such as PROMEDIA are compiled by the Institute itself while others, for example, KURS DIREKT are made available by other institutions. The PROMEDIA data bank contains information on audiovisual teaching and learning media from all branches of the economy for use in initial, further and continuing vocational training. This includes films, videos, slide series, sets of transparencies, sound-slide shows, sound cassettes, learning diskettes and video discs. The data bank, which was started in 1984, currently has about 13 000 entries.

Landesinstitut für Schule und Weiterbildung
Referat Z3
Dokumentation, Veröffentlichungen, Datenverarbeitung
Paradieserweg 64
D-59494 Soest
Tel. 49 2921 6831

The regional institute for school and continuing training runs several data banks with its 20 members of staff in the documentation department. The most important of these is the "Bildungswesen" educational literature data bank followed by the SODIS data bank on teaching software. The educational literature data bank was started in 1976 and currently has about 180 000 entries with a further 10 000 being added each year. It also includes literature on the school aspects of vocational training within the dual system.

Carl Duisberg Gesellschaft e.V.
Hohenstauffenring 30-32
D-50674 Cologne
Tel. 49 221 20980
Fax 49 221 2098111

The Carl Duisberg Society is a nonprofit-making organization involved in international continuing training and personnel development. It consists of independent organizational units in Germany and abroad. The Carl Duisberg Society is a joint effort of the Germany economy and the state. Each year it conducts practice-related training and exchange programmes for about 15 000 participants from all over the world. The library concentrates on literature on initial vocational training and further training including vocational training systems, development aid policy, regional studies, information on other countries and communication.

Institut für Arbeitsmarkt- und Berufsforschung der Bundesanstalt für Arbeit
Arbeitsbereich VII/7
Dokumentation und Information
Regensburger Str. 104
D-90478 Nuremberg
Tel. 49 911 1793016
Fax 49 911 1793258

This institute is the central information and documentation agency for employment research in the Federal Republic of Germany. It has many years' experience in data banks and keeps the following ones:

- Data bank of literature on employment research (LitDok AB);
- Data bank of research projects (FoDok AB) and
- Data bank of relevant specialized institutions in Germany and abroad (InstDok AB).

Bundesanstalt für Arbeit
Ref. II Berufskundliche Information und Dokumentation
Regensburger Str. 104
D-90478 Nuremberg
Tel. 49 911 1792327
Fax 49 911 1792123

The occupational information and documentation department is responsible for the central data bank on initial and continuing training of the Federal Labour Office. This data bank is the basis of the KURS and KURS DIREKT continuing training data banks, the "Bildung und Beruf" ("Training and Occupation") brochures and the 30-volume reference work "EBB - Einrichtungen zur beruflichen Bildung" ("Vocational Training Institutions"), which is updated yearly. The department also keeps the "ibv-literature data bank", which includes an analysis and evaluation of all the law and ordinance gazettes of Germany and its Länder and about 350 periodicals and preparatory documentation compiled by regional authorities.

GR

Ministry of National Education and Religious Affairs; Organization for Vocational Education and Training
1 Ilioupoleos Ave, 172 36 Imittos
GR-Athens
Tel. 301+9717251; 301+9717511
Fax 301+9250136

Institutions

Organization for Vocational Education and Training (OEEK).
1 Ilioupoleos Street,
GR-17236 Ymmitos, Athens.
Tel: 301+9717511, 9717251,
Fax: 301+9250136.

Provides information on
(a) the vocational education and training (VET) system in Greece and in EC countries,
(b) corresponding to VET programmes,
(c) recognition and certification of professions,
(d) certification of titles conferred by other Greek bodies involved in VET,
(e) recognition of the equivalence of degrees awarded in Greece and abroad, and necessary information relating to the recognition of professional rights and certification and to other requirements for access to regulated professions.

Pedagogical Institute (P.I.),
Mesogeion 396,
GR-15341 Agia Paraskevi, Athens, Greece.

- **Section for Vocational Counselling and Guidance,**
Tel: 301+6567372,
Fax: 301+6567370.

It is responsible for the planning, implementation and monitoring of vocational counselling and guidance in schools. It issues occupational guides and monographs in cooperation with the Manpower Employment Organization (OAED) and provides information on the Greek educational system and on occupations. This material is addressed to students, parents and others who may be interested.

■ **Documentation Centre for Vocational Education and Training,**
Tel: 301+6392510,
Fax: 301+6567370.

This Centre was first established in 1987. In February 1993, the information services regarding vocational education and training will be officially transferred to the Organization for Vocational Education and Training (OEEK). The Documentation Centre of the P.I. will provide information on technical education and will extend its information activities to general education.

Manpower Employment Organization (OAED),
Thrakis 8,
GR-16610 Glyfada, Greece,
Tel: 301+9942810(-824),
Fax: 301+9937301

It provides information on (a) technical and vocational education, training and apprenticeship, (b) employment opportunities, (c) occupational mobility, (d) unemployment benefits, (e) training programmes for unemployed adults and for young people, (f) manpower needs of the labour market, (g) EC programmes.

For meeting the needs for vocational counselling and guidance, **OAED** has established three specialized Centres for Vocational Counselling and Guidance at

■ Peiratos 52,
GR-10436 Athens,
Tel. 301+5247479,

■ P.O.Box 11282,
10A Dodekanissou,
GR-54110 Thessaloniki,
Tel. 3031+537027,

■ P.O.Box 1854,
Agias Aikaterinis Square,
GR-71201 Heraklio, Crete,
Tel: 3081+281639.

General Secretariat for Youth,
The Youth Information Centre,
Academias 6, GR-10671 Athens,
Tel: 301+3644044, 3602631, 3238025

This centre targets pupils, students, workers, unemployed young people and individuals who come into direct contact with young people. It provides information on education, vocational training, financial support and on many other topics of interest to the young people. Regional Information Centres have commenced functioning in the Attiki area, in Piraeus and in Salonica and others have been planned to function in other cities.

Institute of Labour (attached to the Greek General Confederation of Labour (G.S.E.E.),
Pipinou 27, GR-11251 Athens,
Tel: 301+8815119,
Fax: 301+8229802.

The role of this institute is to study, research and document employment, the labour force and the labour market. It also organizes vocational training programmes as well as vocational counselling services and training on union matters.

Hellenic Productivity Centre,
Institute of Management and Informatics
2 Parnassou Str., and Kifissias Ave.,
GR-15124 Maroussi, Greece,
Tel: 301+8069903,
Fax: 301+8021849

The Institute organizes congresses, training programmes and research activities on Management and Informatics. It has a well-organized library on Management and Informatics. It has developed significant activities in the field of research and provides consultancy services to enterprises and agencies.

National Organization for Small and Medium-Sized Enterprises,
Xenias 16,
GR-11528 Athens,
Tel: 301+7715002,
Fax: 301+7796479

This organization provides technical assistance to SMEs in matters of business administration, organizational structures, sales promotion, personnel management, financing, new technology applications, innovations, traditional occupations and handicraft. It provides training in related matters. It issues books, pamphlets and periodicals and has organized an Information Centre for SMEs which is part of the European Information Centre (EIC).

Hellenic Management Association,
36 Amalias Ave.,
GR-105 58 Athens,
Tel: 301+3232792, 3252581,
Fax: 301+3227048

The role of this Association is to help executives improve their effectiveness, by providing information on the principles, methods and application of modern management practices. It organizes conferences, meetings, training programmes and research activities on the basic problems of management.

Institute of Information, Training and Development: "DIMITRA",
Kouma 40,
GR-41223 Larissa,
P.O.BOX 1233,
GR-41110 Larissa,
Tel: 3041+287611, 289278, 23659
Fax: 3041+287521, 235295

The Institute of Information Training and Development "Dimitra" is a training institution addressed to young people, women, unemployed adults, skilled and non-skilled labour force. The training programmes of this institute refer to: environmental training, new technology, management, tourism, agricultural development, training of trainers, training-employment relationship.

European Centre for Training, Documentation and Information: "ARGO",
Athanasiou Diakou 2,
GR-41222 Larissa,
Tel: 3041+532981

This Centre provides training for young unemployed graduates and for migrants in Thessaly. It organizes conferences, seminars, meetings and research on employment oppourtunities in this area, vocational training, improvement of working conditions, occupational structure, future labour market prospects, new technology, as well as on cultural subjects.

Main sources for information

Publicly available databases

Documentation and Information Centre of the Technical Chamber of Greece,
23, Lekka Str.,
GR-10562 Athens,
Tel: 301+3225094, 3245180, 3245591

Well organized on-line services related to engineering, construction, training and education (EUDISED and CEDEFOP data bases are available).

The National Documentation Centre,
48, Vas. Konstantinou Ave.,
GR-116 35 Athens
Tel: 301+7230310, 7246825
FAX: 301+7212729

It is linked with more than 800 data bases (mainly bibliographical) which refer to all aspects of research and technology. It provides: (a) well organized on-line services, (b) union-catalogue of all journals of Greek special libraries, (c) more than 1500 doctoral theses of Greek Scientists, (d) information on more than 2000 research programmes in Greece.

"EUROSCOPE"
The Management Association,
36, Amalias Ave.,
105 58 Athens,
Tel: 301+3232792-5.

This is an information system using diskettes (regularly updated) on investments promotion, technological development, research, vocational training, manpower, EC programmes.

Handbooks

Pedagogical Institute, Section for Vocational Counselling and Guidance,
It publishes a series of handbooks with information on vocational counselling and guidance (manual for schools).

Periodicals

Ekpaidefsi kai Epangelma (Education and Vocation)
ISSN 1011-3622
twice a year, abstracts in English.

Epitheorisi Symvouleftikis kai Prosanatolismou
(Review of Counselling and Guidance)
ISSN 1105-2449, quarterly, abstracts in English or French.

Epitheorisi Paragogikotitas (Productivity Review)
bi-monthly
Greek Productivity Centre
28 Kapodistriou Str.
Gr-10682 Athens
Tel: 301+3600411
Fax: 301+3640709, 3640141

Enimerotiko Deltio Institoutou Ergasias
Newsletter of the Institute of Labour, attached to the Greek General Confederation of Labour, monthly, abstracts in English
27, Pipinou Str.,
Gr-11251 Athens,

Enimerotiko Deltio Technikou Epimelitiriou Ellados
Newsletter of the Technical Chamber of Greece, partly abstract journal, abstracts in Greek, weekly
23-25 Lekka Str.,
GR-10562 Athens
Tel: 301+3254590 ext.500, .

Evrodeltio (EURO-BULLETIN)
Published by the Institute of Information, Training and Development
monthly, abstracts in English.
"DIMITRA",
40, Kouma Str.,
P.O.Box 1233,
GR-41110 Larissa,
Tel: 3041+236259, 237428
FAX: 3041+287521,

Epangelmatiki Ekpaidefsi (Vocational Education),
Published quarterly by the Panhellenic Association for Private Vocational Education and Training,
53, Stournara Str., GR-10432 Athens,
Tel: 301+5225563,.

E

iNEM

Instituto Nacional de Empleo
Condesa de Venadito, 9
E–28027 Madrid
Tel. 341+5859582
Fax 341+2683981

Main sources of information

Instituto Nacional de Empleo (INEM)
This institution, attached to the Ministry of Labour and Social Security, is the agency which manages employment policy and, among other tasks, organizes the employment offices and promotes worker training in line with employment policy. To this end, INEM draws up an annual programme of Occupational Vocational Training which is free of charge and provides training for persons entering the world of work, or those who wish to get retraining or more specialization in their professions. In the course of 1992 the management of Occupational Vocational Training was transferred to the Autonomous Communities of Catalonia and Valencia.

INEM provides statistical data on these subjects to the Directorate-General for Information Technology and Statistics of the Ministry of Labour and Social Security for the preparation of the series on employment, labour relations and social security.

INEM
c/. Condesa de Venadito, 9
E-28027 Madrid
Tel: 341+585988
Fax: 341+3775881/87

Databases

INEM's bibliographical database: specialized in the topics Employment, Vocational Training, Services and Materials related to the world of work.

INEM's legislative database: collects all references to standards and regulations in the fields of Employment, Vocational Training and Labour Market published in the BOE - Boletín Official del Estado (Official Bulletin), the Official Journal of the European Communities (OJ Series C and L) and the 17 Official Journals of the Autonomous Communities.

Directories/Manuals

Observatorio Permanente del compartamiento de las Ocupaciones. Observatorio Ocupacional. January 1991. Ed. Instituto Nacional de Empleo (INEM), Subdirección General de Gestión de la Formación Ocupacional, Madrid, 68 vols.

Boletín de Estadísticas Laborales, Ministry of Labour and Social Security. Madrid, published monthly, ISBN: 0212-7180

Anuario de Estadísticas Laborales, Ministry of Labour and Social Security. Madrid, ISBN: 84-74-737-8

Bulletins on the INEM's reference databases: "Boletín de Referencias Formación, Empleo y Prestaciones" and "Información Jurídica".

Publications

Information on vocational options after completing the different cycles in the educational system. Ed. INEM, Ministry of Labour and Social Security, Madrid, 606 pages. 1991. NIPO: 210-91-005-4.

Guia Laboral 1992 (Labour Guide), topics: Job promotion, Job-related training, Unemployment benefits, Pensions, Inspection, Information, etc. Ed. Subdirección General de Información Administrativa de la Dirección General de Servicios del Ministerio de Trabajo y Seguridad Social, Madrid, 1992, 608 pages. ISBN: 84-7434-718-1

Centro Nacional de Investigación Documentación y Evaluación (CIDE)
A body under the Ministry of Education and Science, it coordinates and implements educational research; evaluates and monitors educational programmes; creates and maintains databases and an infrastructure for calculation; disseminates documentary information and maintains a documentation service on computerized databases.

Servicio de Biblioteca y Centro de Documentación
c/. San Augustín 5
E-28014 Madrid
Tel: 341+3692850; 341+3693111
Fax: 341+4299438

It functions as a centre for documentary data on education and participates in educational information and documentation programmes in association with the Council of Europe and the European Community (Eudised and Eurydice).

Databases

Bibliomec: bibliographical database which covers the whole area of education and legislation on education.

Connected through terminals with the Data Processing Centre of the Ministry of Education and Science (c/. Vitrubio 4, E-28006 Madrid) in order to have access to different databases: Dedalo (bibliographical), Redinet (educational research), Leda (legislation).

Other databases in CD-ROM: Eric; a-v online; Education Index; Educa-

tion Library; Informational Encyclopedia of Education.

Directories/Manuals

Bulletin of summaries; bulletin of acquisitions; catalogue of journals; Eurydice report; Redinet bulletin.

Institut Catalá de Noves Professions (Incanop)
Pg. de Gracia, 11 esc. B, 6e, 2a
E-28007 Barcelona
Tel: 341+3015012; 341+3015054
Fax: 341+3016937

An institution belonging to the Government of Catalonia which, among other functions, undertakes the following tasks: 1) study and analysis of changes in the professional world which influence the emergence and development of new occupations; 2) establishment of the documentary and bibliographical bases on new occupations; 3) identification of future vocational and educational needs and orientation towards these needs.

Databases

Yearbooks on non-regulated training.

Directories/Manuals

Company surveys to identify training needs - student surveys.

Studies and reports (3 or 4 annual publications)

Noves Tecnologies, noves profesions. Barcelona, 1990, 346 pages.
ISBN: 84-393-1362-4

Instituto de la Mujer: An institution under the Ministry of Social Affairs whose Documentation Centres on Women collect information and documentation relating to women; it has set up an updated database which supports the activities of the Institute whose main aim is to improve the conditions for equal opportunities for both sexes and the participation of women in political, cultural, economic and social life.
c/. Caracas 21
E-28010 Madrid
Tel: 341+3478046/54
Fax: 341+3478047

Databases

Bibliographical, legislative and statistical (Documentation Centre on Women)

References/Manuals

Boletín trabajo en femenino (Bulletin on female labour), Vocational Training and Employment publication. Ed. Instituto de la Mujer - Ministerio de Asuntos Sociales.
c/. Caracas 21, E-28010 Madrid, EL.
Tel: 341+3478046/54
Fax: 341+3478047

Mújeres, Mullers Dones Enma Kumeat
Ed. Instituto de la Mujer.
ISBN: 0210-7259

Other sources

Periodical publications:

The Ministry of Education and Science periodically issues the following directories:

Centros públicos de Formación Profesional ámbito de gestión del Ministerio de Educación y Ciencia (Public Vocational Training Centres run by the Ministry of Education and Science), October 1992; Centros privados de Formación Profesional clasificados por provincias (Private Vocational Training Centres classified by province); they contain the occupations and specialized economic sectors in the territory covered by the Ministry of Education and Science.

They may be obtained from the Secretaría General Técnica - Sección de Información, Iniciativas y Reclamaciones
c/. Alcalá
36, planta baja
E-28014 Madrid
Tel: 341+5214530; 341+5214806

Directorio de Formación (DIRFO)
Data on the training and development of human resources. Indices. Guides.
Ed. Dirfo
c/. Comandante Zorita 49, 2°, a
E-28020 Madrid
Tel: 341+5342992
Fax: 341+5342958

Revista de Educación a Distancia (Journal on Distance Learning)
Ed. Ministerio de Educación y Ciencia - Secretaría de Educación - Dirección General de Formación Profesional Reglada y Promoción Educativa.
ISSN: 1131-87-83

Estudios en Espagne Educación Infantil Educación General Basica Ensenanzas Medias. (Studies in Spain, Pre-school education, General Basic Education, Secondary education).
Ed. Ministerio de Educación y Ciencia, Madrid, 1991, 448 pages.
ISBN: 84-369-2026-0

Herramientas Revista de Formación para el Empleo. (Journal: Training for employment).
Published by the Fondo Formación (Fondo de Promoción de Empleo de Construcción Navale).
Glorieta de Cuatro Caminos 6 y 7
E-28020 Madrid
Tel: 341+5350017
Fax: 341+5531829

F

CENTRE INFFO

Centre INFFO
Tour Europe Cedex 07
F–92049 Paris–la–Défense
Tel. 331+41252222
Fax 331+47737420

Main institutions providing information on training

CENTRE INFFO
Tour Europe cedex 07
F-92049 Paris-la-Défense
Tel: 331+41252222
Fax: 331+47737420

The Centre pour le développement de l'information sur la formation permanente, Centre INFFO, (Centre for the development of information on lifelong training) was set up in 1976 by decree of the Prime Minister. Its task is to prepare and implement a programme for the development of information, documentation and studies in the field of lifelong training. The INFFO centre collects, processes and disseminates information on:

- training law;
- training programmes;
- new developments and main trends in training: statistics, corporate training policy, employment-training, special target groups, educational science, innovative practices, local development, Europe and training.

To this end, it draws on a wide range of support:

- publications, periodicals, technical reports, catalogues;
- databases accessed through minitel;
- telephone service, electronic mail, accessed through minitel;
- documentation centre open to experts;
- training sessions.

ONISEP
50 rue Albert
F-75635 Paris cedex 13
Tel: 331+40776000
Fax: 331+45866085

The Office national d'information sur les enseignements et les professions, ONISEP, (National office for information on education and occupations) is a public institution under the aegis of the Ministry of Education.

Regional delegations (DRONISEP) are responsible to the rector in one of the 28 academies.

ONISEP has the task of preparing documentation on education and occupations. It publishes brochures, periodicals and catalogues for use in schools, by the public at large and by information centres.

CARIF
Set up in 1985 and co-financed by the state and the region, the Centres d'animation et de ressources de l'information sur la formation, CARIF, (Centres for the facilitation and resources for information on training), have the task at regional level of providing information on training law, training programmes, the socio-economic environment, innovations in educational science, Europe and training.

There is one CARIF in each of the 22 metropolitan regions and in la Réunion and in New Caledonia. Addresses can be obtained, on request, from the INFFO centre.

MIF
In some "départements" there are maisons d'information sur la formation, MIF, (centres for information on training), whose task it is to inform the public at large about training law and training programmes. Addresses can be obtained, on request, from the INFFO centre.

Some MIFs have formed an association:

INTERMIF
5 place des Arts
Parvis de la Préfecture
F-95000 Cergy
Tel: 331+30304934

Main sources of information on training

Databases accessible to the public

All the databases open to the public can be accessed via a telematics service (minitel). Outside France minitel can be accessed in various ways. For this, it is necessary to have a minitel 1.B or a computer with modem.

- Via the international telephone network, using the international access numbers:
  Télétel 1 : 33+36431313
  Télétel 2 : 33+36431414
  Télétel 3 : 33+36431515

- in some countries via the national videotext network, for example VIDEOTEL, in Italy, the RTT videotext network in Belgium.

- by PAD X.3 of the X.25 network (IBERPAC for Spain for example).

The French company Intelmatique is responsible for international Télétel

traffic. Intelmatique provides technical documentation on Télétel in English and can be contacted for any information concerning the different ways of accessing them from abroad.

INTELMATIQUE S.A.
175 rue de Chevaleret
F-75013 Paris
Tel: 331+40776840

The information is also available, in French, on minitel (3615 INTER).

National databases

Produced by the INFFO centre, the telematics services 3615 INFFO and 3616 FORPRO offer three kinds of data:

1. Training institutions
More than 7,000 public and private training institutions: active file which can be interrogated for each training area (key words in a FORMACODE thesaurus or free text queries), region or department, target group, kind of training and status of training institution.

2. The **addresses** of official and professional institutions, public authorities, information and guidance centres. More than 5,000 national, regional and local addresses.

3. A column on **training law** and a column on **topical news**.

ONISEP passes on information on the initial vocational training programmes of the Ministry of Education to 3615 ONISEPs.

The following institutions offer information on their own training programmes:

- The Centre national d'enseignement à distance, CNED, (the National centre for distance learning) on 3614 CNEDs.
- The Association nationale pour la formation professionelle des adultes, AFPA, (National association adult vocational training) on 3614 AFPA.

Regional databases

Most CARIFs have a telematics service which disseminates information on a regional level on short and long-term training programmes and, in some cases, on distance learning and training institutions.

Directories

Dicoguide de la formation : conseils et organismes
Groupe l'Etudiant
Paris, Génération l'Etudiant
1992, 627 + 803 p.
ISBN 2-86745-331-3

This directory lists and analyzes 6,000 training institutions throughout France. Volume 1 gives a description of public and private, national and regional training institutions. Volume 2 gives an index for training areas and regions. The directory also contains useful addresses of the main individuals responsible for continuing training.

Guide de la formation continue dans les établissements d'enseignement supérieur de l'éducation nationale
Centre INFFO
Paris, l'auteur, 1992, 741 p.
Centre INFFO, Tour Europe, cedex 7, F-92049 Paris-la-Défense

This guide outlines the continuing training programmes of higher education institutions, universities, polytechnics (IUTs), engineering colleges and the Conservatoire national des arts et métiers - CNAM - (national conservatory for arts and professions). It covers training courses which both do or do not lead to recognized qualifications. There is a descriptive section for each institution detailing the organization of training, the areas covered, the diplomas awarded and special features. Various indexes (geographical, by training area, by diploma) and lists of institutions make this guide easier to use.

IRL

AN FORAS AISEANNA SAOTHAIR
THE TRAINING & EMPLOYMENT AUTHORITY

27–33 Upper Baggot Street
Dublin 4
Tel. 3531+685777
Fax 3531+609093

Vocational Training Institutions

FAS, The Training and Employment Authority
P.O. Box 456
27/33 Upper Baggot Street
IRL - Dublin 4.
Tel: 3531+6685777
Fax: 3531+6682691

FAS is responsible for the operation of training and employment programmes in Ireland, the provision of a placement service, an advisory service for industry and support for co-operation and community-based enterprise. In conjunction with the Department of Education, FAS has national responsibility for apprenticeship training. It carries out its functions through a nationwide network of 54 Employment Service Offices and 17 Training Centres. It has an Infor-

mation and Publicity Department which provides information on all its services and publications. Its information publications include an Annual Report, Training and Employment News, Labour Market Review, Information leaflets on all courses and services and various research publications.

CERT - The Hotel, Catering and Tourism Training Agency
CERT House
Amiens Street
IRL - Dublin 1.
Tel: 3531+8742555
Fax: 3531+8742821

CERT is the state tourism training agency. It is responsible for co-ordinating the education, recruitment and training of personnel for the tourism industry in Ireland. It provides on-the-job and specialist training services to industry and training for school leavers and unemployed persons. It has 10 Hotel and Catering Colleges and 3 Training Centres for the unemployed. A range of training publications and resources is developed by the CERT curriculum section. Its information publications include an Annual Report, information leaflets on all training services for managers, industry, new recruits and the unemployed and CERT News. Training syllabi are available for training purposes.

Teagasc - The Agriculture and Food Development Authority
19 Sandymount Avenue
Ballsbridge
IRL - Dublin 4.
Tel: 3531+6688188
Fax: 3531+6688023

Teagasc - The Agriculture and Food Development Authority, is the national body providing advisory, research, education and training services to the Agriculture and Food industry in Ireland. It operates through a national network of 100 advisory centres, 15 residential training colleges, 40 local training centres and 7 research centres. It produces a range of advisory, research and training publications which cover a wide spectrum of the industry and include an Annual Report; A Journal of Agricultural and Food Research; an Annual Research Report, General Research publications and papers from Annual Conferences.

National Rehabilitation Board (N.R.B.)
25 Clyde Road
IRL - Dublin 4.
Tel: 3531+6684181
Fax: 3531+6609935

The National Rehabilitation Board is responsible for identifying and advising on the needs of people with disabilities and the policies and services required to meet these needs. Among the specific functions and services of the N.R.B. are: advising the Minister for Health on disability issues; co-ordinating applications for assistance from E.C. Funds for vocational training for people with disabilities and allocating and administering all funds received. It provides a range of specialised services which include assessment, counselling, vocational guidance, training and placement of people with disabilities. The N.R.B. maintains a specialised library with collections relating to all aspects of disability issues.

Aontas (National Association of Adult Education)
22 Earlsfort Terrace
IRL - Dublin 2.
Tel: 3531+4754121
Fax: 3531+4780084

Aontas is the only independent national organisation representing all aspects of adult education. It aims to develop a system of lifelong learning accessible to all adults regardless of age, sex, income or location and especially to those who are socially or educationally disadvantaged. Aontas organises conferences, seminars and study tours. It provides an information and library service. Regular publications include a newsletter and a woman's education newssheet.

Irish Management Institute (IMI)
National Management Centre
Sandyford Road
IRL - Dublin 16.
Telephone: 3531+2956911
Fax: 3531+2955150

The IMI is an independent organisation owned by its corporate and individual members. It is controlled by a council elected from its members which represent all sectors of Irish business. The purpose of the IMI is to help managers to raise the level of corporate performance and thereby increase national prosperity. It does this by teaching and helping to implement the highest international standards of management practice for its members and other customers. Management Development Programmes range from half day seminars to multi-year primary and masters degree programmes. The Institute organises conferences and seminars on a country wide basis. It also publishes books dealing with aspects of management practice and economics.

Sources for information

■ **Publicly available databases:**

NITEC
A network of educational databases providing information on 3rd level and Aontas courses as well as youth travel information. A service from the National Information Technology in Education Centre, (NITEC),
c/o Eolas,
Ballymun Road,
IRL - Dublin 9.
Tel: 3531+7045558).

SCHOOLINK
This facilitates inter-school learning at senior cycle level. Teachers and students have access to bulletin services and information on general stud-

ies, work and communication studies as well as databases on minicompanies and work experience. SCHOOLINK is administered by the Shannon Curriculum Development Centre. St. Patrick's Comprehensive School, Shannon, IRL - Co. Clare. Telephone 35361+361993.

THOM
Educational services for post leaving certificate courses for teachers, trainers, educators and students. Also included, youth information and emigration advice. This service also provides a host service for elements of the EC PETRA programme. A service from the University of Limerick, National Technological Park, IRL - Co. Limerick. Telephone 35361+333644.

VECTEL
Information on Degree, Diploma, Professional Diploma Certificate and other courses on offer for 1992/93 at the Dublin Institute of Technology Colleges. A service from the City of Dublin Vocational Education Committee, Dublin Institute of Technology, 14 Upper Mount Street, IRL - Dublin 2. Telephone 3531+6766584.

FAS - SELF SERVICE
This database provides information on all vocational training courses available from FAS. A Service provided by P.O. Box 456, 27 - 33 Upr. Baggot Street, IRL - Dublin 4.
Telephone 3531+685777.

Directories/Handbooks

Administration Yearbook and Diary
O'Donnell (ed).
Dublin, Institute of Public Administration, 1992
489p, ISBN 1872002 75 5.

This is a comprehensive directory of Irish life, covering the private as well as the public sector. Its information includes data relating to vocational training institutions in Ireland.

National Training Directory 1992-1993
Dublin, Calmar International Ltd, 1992, 299p. Calmar International Ltd, 62 Rossmore Lawn, Templeogue, IRL - Dublin 6W.

This directory gives a comprehensive listing of training programmes and training services in Ireland.

I.I.T.D. Membership Directory 1992.
Vaughan A (ed)
Dublin, Irish Institute of Training and Development, 14 Herbert St, IRL - Dublin 2, 1992, 266p.

This directory contains a listing of all members' names, qualifications, competency areas and contact addresses.

D.I.T. Information'93
Dublin, Dublin Institute of Technology, 14 Upr Mount St.
IRL - Dublin 2, 1993, 24p.

This publication gives information on the full range of courses offered by the D.I.T. Colleges along with admission requirements and other general information.

The Best Guide to Regional 'Technical Colleges 1992-93 Cosgrove E (ed) 5th ed.
Cork, Bureau for Educational Services and Training
Bandon,
IRL - Co. Cork, 1992, 160p.
ISSN, 0790973X

This publication gives information on the full range of courses offered by the Regional Technical Colleges in the Republic of Ireland along with admission requirements and other general information.

Adult education part-time courses
This database provides a list of part-time day and evening training courses for adults in the Republic of Ireland. A Service from Aontas,
22 Earlsfort Terrace,
IRL-Dublin 2.
Tel.: 3531+4754121
Fax: 3531+4780084

Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori
Via G.B. Morgagni, 33
I-00161 Roma
Tel. 396+445901
Fax 396+8845883

Main institutions which supply information on training

ISFOL
Via G.B. Morgagni 33
I-00161 Roma

Tel: +39 6 445901
Fax: +39 6 8845883

The Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori (ISFOL - Institute for the development of workers' vocational training) is a public-law institution working together with the Ministry of Labour, other State authorities and the Regions in order to develop vocational training.

ISFOL's institutional aims are:
- promotion of study and research into innovation and the professional

skills needed by the dynamics of labour supply and demand;
- technical assistance with the planning and design of training;
- documentation on employment policy and training and guidance methods for workers;
- experimentation with teaching methods and the preparation of multimedia software.

In the area of information, ISFOL is the headquarters of CEDEFOP's documentary network in Italy and supplies users (workers in the field of vocational training, teachers, students, etc.) with information on the following subjects: training, guidance, labour market, employment, professions, legislation, training methods, etc.

ISFOL publishes the two-monthly journal "Osservatorio" and the ISFOL/Franco Angeli collections: "Strumenti e Ricerche", "Quaderni di Formazione".

ISFOL has set up the "Orfeo" databank on vocational training, guidance, etc. (see the paragraph on databanks).

BDP
Via Buonarroti 10
I-50122 Firenze
Tel: +39 55 2346106
Fax: +39 55 242834

The Biblioteca di Documentazione Pedagogica (BDP - Educational Documentation Library) is a public-law organization supervised by the Ministry of Education. It has the task of collecting, storing and upgrading bibliographical information and educational and teaching documentation in cooperation with the IRRSAEs (Regional institutes for educational research, experimentation and refresher training) and the European Education Centre.

The BDP is a national institute specifically responsible for information and documentation and acts as a service facility which can be accessed online by all Italian schools.

Databanks of Italian and foreign bibliographical documentation, documentation on educational legislation and regulations, etc., can be consulted (see paragraph on databanks). The BDP is managed by a Board of eleven experts with a term of office of five years.

The BDP is used by school personnel, researchers and institutions active in the educational sector. The BDP is the Italian headquarters of Eurydice. BDP's loose-leaf publication "L'istruzione in Italia" is of great interest.

FORMEZ
Via Salaria 299
I-00199 Roma
Tel: +39 6 84891
Fax: +39 6 84893269

The Centro di Formazione e Studi per il Mezzogiorno (FORMEZ - Training and Research Centre for Southern Italy) is an association established in 1965 by the Cassa per il Mezzogiorno (Southern Italy Fund, now the Agenzia per la Promozione dello Sviluppo del Mezzogiorno), IRI (Institute for Industrial Reconstruction) and SVIMEZ (Association for industrial development in Southern Italy).

FORMEZ plans, promotes, produces and supplies - through training, research, documentation and information - services for public and private users, especially local authorities and small and medium-sized enterprises.

Its objective is to make processes of modernization based on the culture of rational organization and management more widespread in society.

FORMEZ is active in the areas of and works for:

- the public authorities;
- the production system.

FORMEZ action is supported by a number of publications, including: "Quaderni Formez", "Quaderni Regionali", "Richerche e Studi", "Strumenti Formez", "Archivi Formez", "Ricerca Scientifica" and the journals "Problemi di Gestione", "Problemi di Amministrazione Pubblica", "Europa e Mezzogiorno", "Bulletin des Recherches", "Rassegna di Documentazione Legislativa Regionale".

CENSIS
Piazza di Novella 2
I-00199 Roma
Tel: +39 6 860911
Fax: +39 6 86211367

The Fondazione Centro Studi Investimenti Sociali (CENSIS - Foundation Centre for the study of social investments) is a socio-economic research institute active chiefly in the areas of research and consultancy in the following sectors:

- issues relating to education and training;
- labour market and industrial relations;
- health;
- local economy and development;
- innovation;
- social issues and developments.

Users are public and private organizations active in the socio-economic, education and training fields.

The information and publishing activities of CENSIS include the collections: "Censis-Materiali di Ricerca", "Annali Censis", the monthly journal "Censis-Note e Commenti" and the "Rapporto annuale della situazione del Paese".

AIF
via V. Monti, 4
I-20123 Milano
Tel: +39 2 878201

The Associazione Italiana Formatori (AIF - Italian Trainers' Association) promotes study and research in the area of training with particular reference to training in companies and the problems raised by the trainer's role.

The Association also promotes an exchange of information between the various training sectors.

Users are trainers, consultants, students and in general anyone working in the vocational training field. AIF publishes the journals "AIF" (six-monthly and two-monthly) and the collection "AIF training".

Principal sources of information on training

Databanks open to the public

BDP - The Biblioteca di Documentazione Pedagogica manages a number of databanks on education and training. The following are of particular interest:

- **"Review of refresher training courses for teachers"** (provides information on the refresher courses offered by the Ministry of Education and other public bodies. These courses cover education, teaching, educational science, vocational training);
- **"Adult education"** (provides bibliographical information on adult education, covering psychological, social and educational issues, statistics and law);
- **"Bibliographical project"** (provides information on educational science. The databank is indexed using a thesaurus produced by Eudised and has been set up through cooperation between universities and research institutes and organizations).

"Bibliography of the history of education" (contains reports of studies and research published in Italy over the last ten years in the area of the history of education and teaching).

ORFEO - This ISFOL databank, which can be accessed via the Seva telematic network, has the following archives:

- **Arlex** (contains State and Regional legislation and regulations on vocational training, guidance and employment);
- **Courses** (contains detailed information on training schemes in Italy);
- **Documentation** (contains bibliographical surveys of texts relating to the various aspects of vocational training);
- **Training agencies/institutes** (information on Italian and European agencies active in the area of training);
- **Mediateca** (information and data on audiovisual programmes for training).

This databank can be used by anyone working in the various sectors of vocational training (directors of centres, teaching staff, students, etc.).

GIANO - This information system, run by Confindustria, provides information on the educational and training activities promoted by the industrial associations belonging to Confindustria.

It also gives information on some 200 Italian and European institutions offering vocational training courses.

The system is open to public and private users active in the various sectors of vocational training.
(Address:
viale dell'Astronomia 30,
I-00144 Roma,
Tel: +39 6 59031).

RICE - Educational Research - This databank of the Salesian University provides users (teachers, students, education and training workers) with bibliographical details of education, teaching and educational science and includes abstracts of the content of articles and publications
(Address:
Piazza dell'Ateneo Salesiano 1,
I-00139 Roma,
Tel: +39 6 8812041).

Lists

Guida all'Istruzione e alla Formazione Professionale
Temi di Vita Italiana No. 1/1992 (quarterly)
Rome, Istituto Poligrafico e Zecca dello Stato, 188 p.
President of the Council of Ministers
Department of Information and Publishing

This guide has two parts. Part I looks at education and vocational training and examines them from the point of view of EC programmes. Part II provides an overview of Italian training agencies and institutions. In Part I, the list of EC programmes and networks dealing with education and vocational training is of particular interest.

Rapporto Isfol 1992
Milano, Franco Angeli s.r.l.
1992, 347 p.
ISBN 88-204-7679-7

This volume, containing nine chapters, gives a good picture of the Italian training system and developments from the point of view of European integration. The various aspects of training, the labour market, legislation and labour policy are also examined with particular emphasis on innovation and EC programmes.

NL

c!b!b centrum innovatie beroepsonderwijs bedrijfsleven

Verwersstraat 13–15
Postbus 1585
5200 BP 's Hertogenbosch
Tel. 3173+124011
Fax 3173+123425

Main Institutions

Landelijk Dienstverlenend Centrum voor Studie- en Beroepskeuzevoorlichting (LDC)
Muzenstraat 30
NL-2511 VW 's-Gravenhage
tel. 3170+3624611
fax. 3170+3560882

In the Netherlands, LCD is the most important centre for study, information and counseling on the choice of profession. LCD produces a national automated information system on education and employment opportunities (I See!) which was developed in cooperation with career guidance counselors and will serve to help them with their work. LCD is a member of EUDAT, the European Association of Database Producers.

Centraal Bureau Arbeidsvoorziening
Postbus 616
NL-2280 AP Rijswijk
tel. 3170+313065

The "Centraal Bureau voor de Arbeidsvoorziening" (Head office of the Employment Exchange) is responsible for all matters concerning the labour market. The 28 Regional Employment Exchanges, which are in charge of implementing the labour policy at district level, come under the CBA. They mediate between supply and demand of labour, counsel in the choice of education and general career planning and have the specific duty of counseling those unemployed who have difficulty in finding a job.

Advies Opleiding en Beroep (AOB)
Postbus 345
NL-3990 GC Houten
tel. 313403+40104

These counseling offices are subsidized by the Ministry of Science and Education and by the Centraal Bureau Arbeidsvoorziening. It makes long-term agreements for several years with schools and Employment Exchanges with the purpose of sharing their knowledge on counseling on education and choice of profession and to strengthen the link between education and employment opportunities. Members of the public can also make use of their services.

Regionale Bureau's Onderwijs (RBO)
There is a "regionaal bureau onderwijs" in every region. Here one can obtain information on the vocational and technical training given in the district.
RBO-Projectmanagement
Postbus 94
NL-3980 CB Bunnik
tel. 313405+98444

Main sources for information

Selectie voor het middelbaar en hoger beroepsonderwijs 1992/1993
Coini L...[et al] (ed.)
Culemborg: Educaboek, 1992
ISBN 90.11.021894

"Selectie" provides information for pupils at secondary schools who require information on future studies and/or careers. "Selectie" gives concrete information concerning the procedures involved with registration, selection, openings, information days for practically all centres for secondary and higher vocational (daytime) education. In the 16th edition several pages are reserved for the "Cooperatief hbo", which was started in 1992 by several schools for higher vocational training. The indices for the schools for higher vocational training have been supplemented and there is a separate index for evening and part-time education.

Overzicht voorlichtingsmateriaal allochtone doelgroepen
CORO-Werkgroep Allochtonen/ Walraven-mast H.C. (ed.)
Houten: Centraal Orgaan Regionale Organen Leerlingwezen (CORO), 1992

List of material available to provide information on vocational training, careers, choice of careers, situation on the labour market, specifically directed towards the racial minorities. One can find the following types: audiovisual; brochures and folders; material for counselors who advise on choice of career, reference books. Racial minorities include: Antillians/ Arubans, Chinese, Moroccans, Moluccans, Surinames and Turks.

Studie- en Beroepskeuze zonder grenzen: handboek
Hermsen K. Kokshoorn P (ed.)
Maatricht: COA, 1992

The handbook was developed using information provided by 12 Dutch and 12 German schools from the provinces of Overijssel, Gelderland and Limburg and from the federal state of NorthRhine-Westfalia. In the first part the general framework is given on how the a European region can be seen by schools. It provides practical information is given which can be used to organise exchanges in the European region, activities for student counseling at regional level and lessons in the choice of training and

profession from a European point of view. The list of possible types of trainings, studies and professions beyond the borders includes a summary of teaching and education systems and possibilities for training in North Rhine-Westfalia. This summary invites young people to consider the possibilities of training in the neighbouring country.

Elseviers beroepenalmanak 1993: handleiding voor school en beroepskeuze
Straten I. Vesters A (ed.)
Amsterdam: Bonaventura, 1992
ISBN 90.6882.158.X

A description of about 2500 professions and positions and the required training. The book includes a table giving the professions or occupational groups and the minimum previous training which is required or preferred. It gives an alphabetical list of professions and a list of addresses of:
1) Institutions for counseling on choice of training and profession for each province,
2) Employment Exchanges and offices of the temporary employment agency Start,
3) Counseling offices for grants.

Jaarboek opleidingsinstituten 1993
Van Lammeren B (ed)
Alphen aan den Rijn: Samson Bedrijfsinformatie, 1992
Supplement of Magazine Opleidingen
Handboek beroepsopleidingen: met een beroepsopleiding ga je 't maken
Le Bureau, COA Flevoland, RO Flevoland/M. van Tooren,
W. Huitema
S.l. Stichting Promotie Beroepsonderwijs, [1990]

This book enables one to obtain a clear picture of the many possibilities offered by vocational training. First the choice of training and profession is discussed and then the possibility of starting an LBO course is explained. Then it explains how training can be continued by following an MBO course or alternance learning. Attention is paid to technical,farming, service and caretaking and the economical/administrative sector. In the last chapter sources and addresses where more information can be obtained are listed.

Nieuwe gids voor school en beroep 1992-93
Martens A.
Haarlem: De Toorts, 1992
ISBN 90.6020.680.0

All the various types of education are described: regular and private education, oral and written courses. The book is useful for counselors on choice of profession, students couselors in schools, staff of Employment Exchanges, company personnel managers, counselors in alternance learning, career counselors.

PW cursuscalendarium
Amsterdam: VNU business publications, 1992
In: PW Personeelsmanagement bijlage bij nr.7, voorjaar 1992

Summary of the courses available for senior officials and managers divided into the following categories: professional staff in the field of personnel and training; lecturers and company staff and education counselors; works council; commercial staff; technical and production managers; computer managers; computer users; management assistants and secretaries; people involved with communication techniques and behaviour skills or languages; others.

Dagscholen voor MBO: aantallen leerlingen 1991
Ministerie van Onderwjs en Wetenschappen,
Directie Voorzieningenplanning en Huisvesting
Voortgezet Onderwijs, Afd. Beleidsanalyse
's-Gravenhage: SDU-DOP, 1992
ISBN 90.346.2836.1

This provides data on schools for different kinds of secondary vocational training and the number of pupils which attended the school during 1991-1992 (reference date 15 September 1991). The data was obtained from pupil count held by the CBS and the Ministry of Science and Education.

Dagscholen voor VWO, HAVO, MAVO en LBO(inclusief middenschool): aantallen leerlingen 1991
Ministerie van Onderwjs en Wetenschappen,
Voortgezet Onderwijs, Afd. Beleidsanalyse
's-Gravenhage: DOP, 1992
ISBN 90.346.2837.X

This provides data on schools offering education following primary school and the number of pupils which attended the school during the 1991-1992 period.

The data was obtained from pupil count made by the CBS and the Ministry of Science and Education. For every school the data on all the different types of daytime education given at the school is listed. An appendix refers to the changes which took place in the courses offered betwen 1990 and 1991 as a result of mergers.

Beroepengids zorgsector
Nationale Raad voor Volksgezondheid
ISBN 90.12.07509.2

This book gives detailed information on the large number of professions in the field of healthcare and the related social service field. The following are described: (para)medical professions; nurses and related professions; psychology and the science of social, personal and cultural welfare; supportive professions. Information is, for example, provided on: number of professionals, the most important work

field, labour market, salaries, number of men and women, as well as number, type, duration, level and nature of the training required. Finally the name and address of the professional association is listed and mention is made of any possible codes of behaviour or conduct.

Handboek Studie- en Beroepskeuzebegeleiding
Spijkerman R M H, Vincken A J R, Weekenborg M J M (ed)
Alphen a.d. Rijn: Samson H.D. Tjeek Willink, 1990
ISBN 90.6500.879.9. losbl.

The following aspects are mentioned: theory of choosing and counseling this choice; labour market; education and professions; counseling in and about schools; choice of studies and professions for adults; target groups; media and technology; method and organisation; professionalisation/ structure and policy.

CEDEO-boek documentatie externe opleidingen/
Stichting Centrum voor Documentatie en voorlichting over bedrijfsexterne opleidingen CEDEO
's-Gravenhage: Stichting CEDEO 1987/88
90.72092.01.5

Overzicht adresssen en opleidingen vrouwenvakscholen
Utrecht: Landelijk stichting vakopleidingen vrouwenvakbond FNV, 1992

ABC adreswijzer onderwijs en opleodingen 1992-1993
De Lier: Academisch Boeken Centrum, 1992
ISBN 90.72015.94.0
This contains addresses of the large number of instutions in the Netherlands which are involved with education and training from a point of view of policy, support, execution of policy or information. Categories: government, institutions for the support of education, education and training, schools, private and company training, organisation/professional associations, publications on education, publishers in the field of education, research on education.

Overzicht erkend onderwijs
's-Gravenhage: Landelijk Dienstencentrum (LDC), 1991

This brochure contains a list of the 181 recognised centres of education in the Netherlands. Mention is also made of which institution gives a particular course. Other points such as student welfare and grants are briefly explained.

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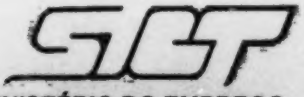

MINISTÉRIO DO EMPREGO E DA SEGURANÇA SOCIAL

Serviço de Informação Científica e Técnica
Praça de Londres, 2–1.° andar
P–1091 Lisboa Codex
Tel. 3511+89 66 28
Fax 3511+80 61 71

Principal sources of information on vocational training

The following are some of the training organisations we consider more important because of their role as providers of information on vocational training in Portugal:

Instituto de Emprego e Formacão Profissional (IEFP)
Av.José Malhoa 11
P-1000 Lisboa
Tel.: 3511+7272536
Fax: 3511+7265755

R. de Xabregas 52
P-1200 Lisboa
Tel.: 3511+8584701
Fax.: 3511+8582112

R. das Picoas 14
P-1000 Lisboa
Tel.: 3511+3563801
Fax.: 3511+538139

This institute carries out its activities mainly through government-run job and vocational training centres and through training centres run jointly with other organisations.

It provides assistance with job placement, information and vocational guidance and training.

Information service on current and future training courses and facilities for personal visitors or by telephone.
Publishes plans of activities (annually).
Publishes the following periodicals:
Emprego e Formação (4x yearly)
Dirigir - a magazine for managers (6x yearly)
Formar - a magazine for trainers (4x yearly)
Colecção Formar Pedagogicamente
Colecção Cenários 2005
Colecção Eu Decido
Colecção Profissões do Futuro
Colecção Estudos
Publishes various monographs
Videotext **database** of job centres, training, vocational training terminology and other information.

Database containing details of training courses and other facilities provided as part of the educational sys-

tem and by government vocational training centres and those run jointly with other bodies, as also courses organised by IEFP sandwich course/ apprenticeship centres (Information and Vocational Guidance Services Directorate).

Publishes information through the public media.

Associação Industrial Portuguesa COPRAI - Centro de Competência Técnica
Praça das Indústrias
P-1399 Lisboa Codex
Tel.: 3511+3620100
Fax: 3511+3639046

Training consultant, designer and developer for individual or groups of firms at national level. Specialist information and technical services. International cooperation and projects. Organises seminars, congresses, conferences, training visits, workshops. **Database** of members and trainees. Issues a monthly bulletin **AIP - Informação** and **leaflets** giving information on its activities, including training. Publishes information through the public media. Provides specific information to members, companies and managers.

Centro de Informação Forum Estudante
Estrada da Torre 26
P-1700 Lisboa
Tel.: 3511+7590516
Fax: 3511+7599615

Publishes **Anuário Forum Estudante** giving information on educational and training courses, training centres, training institutions in the public and private sector, training visits organised by subject areas and a list of institutions. Publishes a monthly magazine, **Forum Estudante** providing a variety of information on new courses, new types of job and other basic information in the field of education and training:
Press Forum, Communicação Social, S.A.
R. da Prata 185 - 2°
P-1100 Lisboa
Tel.: 3511+3476507
Fax: 3511+3476518

Ministério do Emprego e Segurança Social (MESS)
(Ministry of Employment and Social Security)
Serviço de Informação Científica e Técnica (SICT)
Praça de Londres 2, 1°
P-1091 Lisboa Codex
Tel: 3511+8496628
Fax: 3511+806171

Information on vocational training at national and European level
Information service on training matters for personal visitors and by telephone for the general public, researchers, trainers, students etc.
Bibliographical **database** on education and vocational training.
Database of bodies producing audio-visual and multi-media training aids.
Database of training bodies within Portugal.
MESS videotext database
Publications:
Statistical series
Informaçao Estatística (Summaries)
Colecção Estudos (Series D - Employment, Training and Retraining)
Cadernos de Divulgação
Boletim da Prevenção no Trabalho

Associação Industrial Portuense Divisão de Formação Profissional
EXPONOR - Feira Internacional do Porto
P-4450 Matosinhos
Tel.: 3512+9958362
Fax: 3512+9957299

Development of training in human resources, industrial and commercial management, management and finance, industrial development, strategy.

Projects under Community-assisted programmes in the field of continuing vocational training (Force, European, Petra, Now, Eurotecnet) involving European partnerships. Involvement in higher business education through the **Instituto Empresarial Portuense**.
Database of information on past activities.
Database of members/trainees.
Publishes yearly **Programas de Formação** (training programmes) and leaflets describing the various training activities organised during the year.
Publishes a quarterly magazine:
Industria do Norte - Revista AI Portuense.
Video training aids.
Publishes information on its activities through the public media.

Instituto de Aperfeiçoamento Técnico Acelerado (IATA)
Centro Nacional de Estudos e Planeamento
R. Victor Cordon 45
P-1200 Lisboa
Tel.: 3511+3425577
Fax: 3511+3461802

Publishes a brochure with details of courses, objectives and programmes. Promotes exhibitions and discussions to publicise its activities. Issues annual **Planos de Formaçao** (training programmes).

Publishes **Boletim Mensal ISTA - Formação Profissional** which provides information on courses already held and planned, as also a monthly lecture programme.
Publishes information on its activities through the public media.

CEGOC - TEA - Centro de Estudos de Gestão e Organização Científica - Técnica
R. Castilho 167-1°
P-1000 Lisboa
Tel.: 3511+3875923
Fax: 3511+651004

Part of a multinational training organisation active in consultancy, training and recruitment.
Database of training courses.

Database of member organisations.
Printed information:
Annual catalogue listing subject-matter, duration and times of courses.
Four-monthly calendar of events.
Leaflets giving information on individual courses.

Centro de Informação, Formação e Aperfeiçoamento em Gestão (CIFAG)
Av. Júlio Dinis 11
P-1000 Lisboa
Tel.: 3511+7956082
Fax: 3511+761142

Information on training and organisation of courses in the management field.
Publishes **training programmes**
Publishes various monographs and books on management subjects.
Database of courses organised.
Database of training studies.
Produces instructional software for own use and for sale.

Instituto Nacional de Engenharia e Tecnologia Industrial (INETI)
Centro de Formação Técnica
Centro de Teleformação Empresarial
Az. dos Lameiros à Estrada do Paço do Lumiar
P-1699 Lisboa Codex
Tel.: 3511+7165141
Fax: 3511+7160901

Organises periods of practical training and courses in specialist subjects.
Organises seminars and conferences for disseminating training information.

Encourages the creation of technical schools in collaboration with professional and industrial associations.
Cooperates with Portuguese and foreign universities to run teacher training and postgraduate courses.

Produces **audiovisual** material for internal and external training courses.
Publishes **information brochures** on the results of training and training research.
Publishes **training programmes**.
Publishes information through the public media.

Instituto Nacional de Administração - (INA)
Palácio Marquês de Pombal
P-2780 Oeiras
Tel.: 3511+4432179
Fax: 3511+432750

Works towards modernisation of the public services and industry through the teaching of scientific research and technical advisory services. Assists with the specialist training and retraining of higher-grade staff.
Its various departments publish training programmes in different fields for circulation to public-sector firms and authorities on its mailing list.
Publishes monographs on course subject-matter.
Publishes information through the public media.

Centro de Desenvolvimento Pessoal e Organizacional, Lda (Psiconsultores)
R. Marques da Silva 57-A
P-1100 Lisboa
Tel.: 3511+8153682
Fax: 3511+3871168

Draws up training plans and designs courses.
Maintains regular contacts with firms through:
Publication of an annual **training program**.
Regular mailing shots.
Press advertisements.
Permanent team of consultants and trainers.

UK

BACIE
British Association for Commercial and Industrial Education

35 Harbour Exchange Square
Marsh Wall
London E14 9GE
Tel. 4471+987 89 89
Fax 4471+987 98 98

Vocational training institutions

The Employment Department
The Library
TEED
Moorfoot
UK-Sheffield S1 4PQ
Tel: 44742+753275
Fax: 44742+593564

The library has the most comprehensive range of material on vocational education and training in the UK.

Department for Education
The Library
Sanctuary Buildings
Great Smith Street
Westminster
UK-London SW1P 3BT
Tel: 4471+9255000
Fax: 4471+9256000

The government department dealing with, and distributing information on, the UK education system.

British Association for Commercial and Industrial Education
35 Harbour Exchange Square
off Marsh Wall
UK-London E14 9GE
Tel: 4471+9878989
Fax: 4471+9879898

Offers an extensive Library and Information Service on all aspects on voca-

tional education and training, Human Resource Management and Human Resource Development.

Institute of Training and Development
Marlow House
Institute Road
Marlow
UK-Bucks SL7 1BN
Tel: 44628+890123
Fax: 44628+890208

Provides a limited information service.

National Council for Vocational Qualifications
222 Euston Road
UK-London NW1 2BZ
Tel: 4471+3879898
Fax: 4471+3870978

Publishes and distributes material on the new system of qualifications being introduced in the UK.

Further Education Unit
Spring Gardens
Citadel Place
Tinworth Street
UK-London SE11 5EH
Tel: 4471+9621280
Fax: 4471+9621266

The FEU works in the broad field of further education, researching and publishing reports and disseminating information.

Highlands and Islands Enterprise
Bridge House
20 Bridge Street
Inverness
Scotland
IN1 1QR
Tel: 44463+715400
Fax: 44463+715600

Provides information on the Local Enterprise Companies, and their training-related activities, in the Highlands and Islands area of Scotland.

Scottish Enterprise
120 Bothwell Street
Glasgow
Scotland
G2 7JP
Tel: 4441+2482700
Fax: 4441+2213217

Provides information on the Local Enterprise Companies, and their training-related activities, in the Scottish Enterprise area of Scotland

Scottish Vocational Education Council (SCOTVEC)
The Library
Hanover House
24 Douglas Street
Glasgow
Scotland
G2 7NG
Tel: 4441+2422179
Fax: 4441+2422244

Incorporates a useful information service covering all aspects of vocational education and training in Scotland.

Training and Development Lead Body
TDLB Secretariat
c/o NCITO
5 George Lane
Royston
Herts
SG8 9AR
Tel: 44763+247285
Fax: 44763+247302

Provides information on standards in training and development and also on trainer qualifications.

National Council for Industry Training Organisations
5 George Lane
Royston
Herts
SG8 9AR
Tel: 44763+247285
Fax: 44763+247302

Co-ordinates the work of the many industry-specific Industry Training Organisations and aims to maintain and develop the effectiveness of sectoral training arrangements.

National Institute for Adult and Continuing Education
19b De Montfort Street
Leicester
Leicestershire
LE1 7GE
Tel: 44533+551451
Fax: 44533+854514

A research institution and publisher of material on adult education.

Training and Employment Agency, Northern Ireland
Clarendon House
9-21 Adelaide Street,
Belfast
Northern Ireland
BT2 8DJ
Tel: 44232+239944
Fax: 44232+895678

The Agency is responsible for training matters in Northern Ireland.

Main information sources

Databases

Training Access Points
A computerised information system providing companies and individuals with details of local and national opportunities for vocational education and training. There are over 250 TAPs holding 200,000 local records plus access to 100,000 national records.

For further information contact:
Roger Seward, Honorary Secretary, ALTSU, Avon TAP, UWE Bristol, 6 Iddesleigh Road, Redland, Bristol, Avon BS6 6YJ
Tel: 44272+732585
Fax: 44272+730918
or:

Tom Gordon,
Vice-Chairman, ALTSU, North-West TAP Ltd.,
Merseyside House (4th Floor),
9 South John Street,
UK-Liverpool L1 8BN
Tel: 4451+7097410
Fax: 4451+7093925

Directories/Handbooks

The Training Directory
London: Kogan Page
ISBN 0 7494 0607 0
Details training initiatives, programmes and courses with a wide variety of useful contact addresses.

The Open Learning Directory
Oxford: Pergamon Press
ISBN 0 08 041805 8
Details open learning materials, courses and sources of advice.

NCITO Directory
Royston: NCITO, 5 George Lane, Royston, Herts. SG8 9AR

Addresses of, and details about the activities of, Industry Training Organisations, including their role in developing and implementing National Vocational Qualifications.

Training and Enterprise Yearbook
Glasgow: The Planning Exchange, 186 Bath Street,
Glasgow, G2 4HG

Names and addresses of all the Training and Enterprise Councils and Local Enterprise Companies in the UK, along with many other related organisations.

Periodicals

Transition
London: BACIE/Kogan Page, 120 Pentonville Road, London
N1 9JN

News, articles and editorial on all aspects of vocational education and training, with regular listings of information sources.

Training and Development
Marlow: Institute of Training and Development, Marlow
House, Institute Road, Marlow,
Bucks SL7 1BD

News and views on UK and European training.

IRL

List of Addresses of the National Community Programmes on Education, Training, Youth

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